UNITED STATES ARMY SOLDIER SUPPORT INSTITUTE
Fort Jackson, South Carolina 29207-7035

REGULATION
NO. 350-21

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Training

RESIDENT COURSE DEVELOPMENT

Supplementation of this regulation and establishment of local forms is prohibited without prior approval from the U. S. Army Soldier Support Institute (ATSG-TSI).

APPENDIXES (Continued) Page

CHAPTER 1

GENERAL

1-1. PURPOSE. To prescribe policies, responsibilities, and procedures to develop, prepare, coordinate, and approve resident course development products and maintain a development audit trail.

1-2. SCOPE. This regulation applies to all personnel, agencies, and schools charged with the development, conduct, management, or quality of training in the United States Army Soldier Support Institute (USASSI).

1-3. REFERENCES. Appendix A contains a list of references cited in this publication or related to course development.

1-4. GLOSSARY. Appendix B defines terms relating to resident course development.

1-5. POLICIES. HQ, TRADOC has spelled out the basic policies for resident instructional development in TRADOC regulations 350-XX, 350-6, and 351-1. You will find related local policies in SSI Regulations 350-19, 350-20, and 350-22. Within USASSI, the following policies apply:

a. The proponent schools will perform instructional development.

b. Upon request, The Directorate of Training Support (DOTS) will review products of development for completeness, educational soundness, standardization, and compliance with Department of the Army (DA), TRADOC, and USASSI requirements. DOTS will prepare written critiques which will guide the revision of products in proponent schools.

c. Schools will keep abreast of new developments in the field/doctrine and update development products so that training is current and efficient.

1-6. RESPONSIBILITIES.

a. The USASSI Commander establishes or approves overall priorities for course development.

b. The School Commandants approve programs of instruction according to the Preparation, Coordination, and Approval Plan for Resident Course Development shown at Appendix D and procedures described in Chapter 5.

c. The Director, Training Support (DOTS):

(1) Is the program manager for resident course development.

(2) Establishes policies and procedures related to course development.

(3) Is the principal adviser to the Commander, SSI and School Commandants, on course development requirements, procedures, and techniques.

(4) Designs and conducts training for developers, as needed.

(5) Reviews and approves certain development products IAW with Appendix D of this regulation.

(6) Approves all major deviations from procedures and product standards outlined in this regulation.

d. Commandants of USASSI Schools:

(1) Integrate doctrine and mission changes into training materials and objectives and include new material and technical concepts into training.

(2) Review and evaluate new or revised doctrine and techniques prepared by other Army agencies or branches of service.

(3) Develop, distribute, and update pertinent training support material when designated as the functional proponent for the training requirement.

(4) Review Army-wide literature as it pertains to updating of course material.

(5) Ensure training is progressive and sequential, does not include unnecessary redundancy, and ensures officer, warrant officer, and NCO training is linked and mutually supportive.

(6) Ensure training objectives and materials are equivalent or approximate to levels required for successfully performing duties in the soldier's projected operational environment.

(7) Develop, concurrently, training material for resident, nonresident, and ACCP courses, ensuring doctrine, procedures, and equipment are current and updated when required.

(8) Ensure compliance with guidance and policies and that all necessary development steps are done according to this regulation and TRADOC publications.

(9) Ensure that school personnel prepare, coordinate, and approve all development products per Appendix D.

(10) Approve development products IAW Appendix D.

(11) Ensure that school personnel meet all development milestones.

(12) Ensure that school personnel maintain an audit trail of development activities and products according to this regulation and TRADOC Reg 350-XX. Appendix C provides a list of development products which schools should file in their audit trails.

(13) Ensure that school personnel follow procedures in TRADOC Reg 350-XX pertaining to the use of classified military information (CMI) and controlled unclassified information (CUI) in course materials. (Pending integration into TASS.)

(14) Ensure that school personnel validate course materials in accordance with local and TRADOC policies and procedures.

(15) Ensure that school personnel review, revise, and maintain course materials and documents and that they properly coordinate, publish, and distribute initial products and revisions to other agencies/installations as required.

(16) Ensure that schools which use selected shared task training materials, receive automatic distribution of approved revisions of these materials (e.g. Chaplain School).

(17) Branch-or CSS/PSS-flavor Phase II common leader training materials for Basic and Advanced NCO courses (BNCOC and ANCOC) using lesson design guides and lesson plans provided by the United States Army Sergeants Major Academy (SMA).

(18) Integrate various mandated subjects into appropriate common core or branch lesson plans.

(19) Review and provide comments on Training Support Packages (TSP) provided by other schools.

e. Commandant, NCO Academy (NCOA):

(1) Reviews and provides comments for improvement of materials provided by the USASMA.

(2) Implements lesson materials developed by proponent schools and provided by USASMA.

1-7. PROCEDURES. Use a systematic training development process. Ordinarily, development of course/lesson materials begins once you have completed the analysis and design phases of training development. SSI Reg 350-19, Individual Analysis, and SSI Reg 350-20, Instructional Design, include guidelines for completion of analysis and design. An explanation of course development products and procedures and a chart showing the sequence of the analysis, design, and development phases and steps of development are at Appendix C. Other chapters of this regulation detail specific procedures for doing the various steps of the development process.

CHAPTER 2

INSTRUCTIONAL MATERIALS

2-1. GENERAL.

a. TRADOC Reg 350-7 states that proponents should develop safe, efficient, performance-oriented training materials that meet valid training requirements and train soldiers to perform tasks to established standards. The development process must be based on results of the analysis and design phases and result in validated training materials. Review existing methods and materials to determine their application to the training program being developed. Develop new materials only if necessary. Develop instructional materials after specifying learning activities and selecting media and mode(s) of instruction. The lesson plan is one type of instructional material. Use training aids and printed materials such as practical exercises, handouts, and special texts to make a lesson presentation more effective. Use transparencies, as appropriate, to highlight the main points of a lesson. Excessive use of transparencies can detract from a lesson presentation. Develop computer-based or -assisted instruction as applicable.

b. SSI schools must consider new or revised ACCP subcourses and/or RC3 materials when developing new or revised resident instruction products. Resident and non-resident training products should mirror the information presented on a given subject.

2-2. PROCEDURES. Procedures and guidance for lesson material development and review are at Appendix E. References listed in Appendix A also give guidance concerning developing lesson materials.

2-3. DISPOSITION. Schools must file copies of approved, validated lesson material and coordination documents in the audit trail for the course. Schools must keep a copy of Product Review/Control Sheets (FJ Form 350-100-19) and the associated approved lesson material in the audit trail.

CHAPTER 3

INSTRUCTIONAL MATERIALS VALIDATION

3-1. GENERAL. Once you have drafted all instructional materials, try them on the target population to identify and correct any weaknesses in the materials before implementation. Once you identify deficiencies, revise and validate the materials. Continue this trial-revision-trial cycle until the learning objectives are met, at which point, materials are considered valid.

3-2. PROCEDURES. Procedures for doing trials and validation vary according to the type of instructional materials developed. Specific procedures for each type can be found in Appendix G.

3-3. DISPOSITION. File the validated instructional materials, summaries of individual and large group trials, records of face-validity checks, coordination documents, and other records in the proponent school audit trail.

CHAPTER 4

COURSE MANAGEMENT GUIDE AND STUDENT GUIDE

4-1. GENERAL. The design and development of quality training is a USASSI mission. Course directors, instructors, and students must eventually use the products of developer efforts. Unless the developer can communicate to these users precisely how they are to implement the products, the training will fail. It is essential, therefore, that the course management guide and student guide be clearly written, comprehensive documents.

a. Draft the guides early in the development process, before developing instructional materials. If materials are later implemented piecemeal into the course, the draft guides provide some guidance to help the user. After developing all materials and finalizing course procedures, revise the guides, as necessary, before full course implementation.

b. Keep the course training strategy, developed during the design phase, up-to-date throughout the design/development process, and most of the information needed for the course management guide and student guide will be readily available.

4-2. PROCEDURES. Specific procedures to develop user instructions are in Appendix F.

4-3. DISPOSITION. File draft and final user instructions, together with coordination and approval documents, in the proponent school audit trail.

CHAPTER 5

COURSE VALIDATION/FEEDBACK/EVALUATION/MAINTENANCE

5-1. GENERAL. Course validation is another step of the systems approach to training (SAT). After developing a course using SAT procedures, you validate it to make sure that instruction is both effective and efficient. During the design phase of training development, you developed a POI and obtained its approval. This POI contains information (e.g., completion times) based on "best estimates." Before course validation, you developed and validated tests and training materials (see Chapter 3). You also prepared user instructions. Now it is necessary to find out if the course, as a whole, works as designed. This is done by implementing the course as described in the Course Management Guide and collecting data that will reveal where the course needs revision. This process, called course validation, should be carried out as soon as possible after course implementation, for at least <u>two iterations</u>. More iterations will be needed for classes having small sample sizes. Analyze the validation feedback, and then revise the course using those results. The POI is then considered "validated."

a. School personnel complete the course validation by conducting or observing the implementation of training and collecting and analyzing data. Schools prepare a report of the validation and forward it to DOTS. After the course has been validated, the school also will have primary responsibility for monitoring the quality of and revising training. They will provide feedback to DOTS for update-revision purposes.

b. After the course has been in operation for several months, the proponent school may ask the DOTS to conduct surveys to assess the performance of recent graduates on the job. This is <u>external</u> evaluation. Schools may also ask that DOTS do an internal evaluation of a course. They make this independent evaluation of instruction to ensure that the quality of instruction is maintained over a period of time. After schools implement and validate a course, DOTS does periodic evaluations of the quality of training and adherence to course standards.

5-2. PROCEDURES.

a. Once all tests, lesson plans, and the course management guides have been reviewed and approved, schools can validate the course. (Individual lessons/tests may be validated prior to the "course" validation.) Schools should ensure that the process is conducted and documented properly. Schools should provide DOTS with samples of data collected. After completing all required forms for all lessons and tests and summarizing the data, schools should have DOTS review the validation documentation and provide comments.

b. Schools should send the validated POI changes to DOTS. Using validation results, schools should completely revise the POI, submit a detailed list of changes referencing specific POI pages, or submit revised pages which may be substituted for current POI pages. Schools should ensure that scopes, method of instruction, and training times shown in the POI are consistent with information in the validated training materials. After validation, the schools will continue to maintain the POI. Schools should keep a record of all changes on file and submit them to DOTS as they occur. Locally approved changes will be included in the next POI revision. When cumulative changes affect more than 25 percent of the pages of a POI, USASSI will submit a completely revised POI to HQ TRADOC. See TRADOC Reg 351-1, Training Requirements Analysis System (TRAS), for additional information. Other procedures on course validation, evaluation, feedback, and maintenance are at Appendix H.

5-3. DISPOSITION.

a. DOTS will provide copies of the validation plan to school commandants.

b. The proponent school will file the following materials in their audit trail:

(1) Validation plan, data summary sheets, quality-control checklist, copies of questionnaires/data-collection instruments, and other feedback/ evaluation documents.

(2) Documentation of actions taken because of the validation and revised course materials (lesson plans, tests, user instructions, etc.).

(3) Revised and validated POI.

(4) Memorandum approving validation results.

c. DOTS will file the following materials:

(1) Validation plan.

(2) Revised and validated POI.

(3) Memorandum approving course validation results.

APPENDIX A

REFERENCES

AR 25-1	The Army Information Resources Management Program
AR 25-30	The Army Integrated Publishing and Printing Program
AR 350-41	Training in Units
AR 351-1	Individual Military Education and Training
DA Pam 310-20	Administrative Publications: Action Officers Guide
DA Pam 351-4	US Army Formal Schools Catalog
FM 12-6	Personnel Doctrine
FM 14-7	Finance Operations
FM 100-5	Operations
DoD 5040-2-C-1	Catalog of Audiovisual Productions - Army
*TRADOC Reg 25-30	Preparation, Production, and Processing of Armywide Doctrinal and Training Literature (ADTL)
TRADOC Reg 350-XX	Training Development Process, Management, and Product Development
TRADOC Reg 350-6	Initial Entry Training (IET) Policies and Administration
*TRADOC Reg 350-7	A Systems Approach to Training
TRADOC Reg 350-13	Military History Education
TRADOC Reg 351-1	Training Requirements Analysis System
TRADOC Reg 351-10	Institutional Leader Education and Training
TRADOC Reg 381-1	Threat Management
TRADOC Pam 108-1	Training and Doctrine Films-Guide for Subject Matter Expert/ Technical Advisor
TRADOC Pam 350-9	TRADOC Training Devices for Army-wide Use
TRADOC Pam 350-30	Interservice Procedures for Instructional Systems Development (Phases I-V) (Phase I has been superseded by TRADOC Pam 351-13)
TRADOC Pam 351-13	Systems Approach to Training - Analysis
SSI Reg 11-3	Armywide Doctrinal and Training Literature Program
SSI Reg 25-1	Management of Instructor/Student Publication Accounts
SSI Reg 350-10	Student Critique Program
SSI Reg 350-17	Noncommissioned Officer Education System Basic and Advanced NCO Courses
SSI Reg 350-19	Individual Analysis
SSI Reg 350-20	Instructional Design
SSI Reg 350-22	Resident Student Measurement
SSC Reg 350-23	Military History Education Program Team
SSI Reg 350-24	Staff and Faculty Development Training
SSI Reg 350-25	Distributed Training
SSI Reg 350-26	Contracting for Training and Training Development

APPENDIX A

REFERENCES (continued)

USASSI Safety Standing Operating Procedure (SOP)

NOTE: The following memoranda are available in DOTS-Individual Training:

USASSC, ATZI-DTU, 10 May 94, Subject: TRADOC Common Teaching Scenario
CASCOM, ATCL-LIL, 13 Apr 93, Subject: Incorporation of FM 100-5 into Leader Development Courses
TRADOC, ATTG-IS, 15 Jun 91, Subject: Memorandum of Instruction for TRADOC Resident Hazard Communication Training
*TRADOC, ATTG-CD, 6 Sep 91, Subject: Training Development Guidance

*These publications are scheduled to be superseded by TRADOC Reg 350-XX.

APPENDIX B

GLOSSARY

AUDIT TRAIL - A systematic documentation of actions taken that lead to or support decisions about implementation of training. It includes the data, information, and rationale that influenced the development and training processes, information describing the current content of a course, and its developmental history.

COURSE MANAGEMENT GUIDE (CMG) - Contains a description of all course materials and directions on how to plan for, implement, conduct, control, and evaluate a specific course.

DEVELOPERS - Individuals, civilian or military, who develop training materials in the schools.

DEVELOPMENT - The process of creating and validating the products required to train students. Development involves turning the design phase outputs into training products. The primary resident course development products are lesson plans (including practical exercise); training support packages; student handouts; student guides; course management guides; viewgraphs, slides, and similar media products; and validation documentation.

ENABLING LEARNING OBJECTIVE (ELO) - A subunit of a Terminal Learning Objective (TLO) found by analyzing the skills and knowledges needed to perform the task. Each ELO contains conditions, actions, and standards.

FEEDBACK - Receipt of information on student performance so that the student can improve that performance, the developer can improve the materials, and the management system can monitor internal and external integrity of the instruction and make proper revisions.

JOB PERFORMANCE AID - A checklist, decision table, worksheet, or algorithm used by a soldier as an aid in the performance of duty position tasks. It gives the soldier direction and signals the soldier when to take action. It reduces the need for recall.

LESSON PLAN - A document having administrative instructions, a sequential outline of planned student and instructor activities, and copies/listings of supporting materials involved in training a task, group of tasks, partial task, or subject. The administrative instructions contain the TLO; information used to prepare for the lesson; and information which helps ensure that the test, POI, and instruction are consistent. The lesson plan prevents training from becoming haphazard. The lesson plan must be of sufficient detail that a new instructor can teach the lesson with no decrement of training. A lesson plan is considered complete when it is approved by the appropriate command authority.

OFFICER FOUNDATION STANDARDS - A system of training designed to enhance the officer's career. It begins with precommissioning training and extends through the officer's tenth year of active service. The system enables officers to know their duties and how to perform them according to prescribed standards.

PRACTICAL EXERCISE - An exercise during which students apply information learned during the performance of the terminal or enabling learning objective(s). The developer should provide detailed instructions on how the exercise is to be accomplished, provide administrative information, identify materials required, and coordinate reproduction.

PROGRAM OF INSTRUCTION (POI) - A document which describes a formal resident course primarily in terms of title, purpose, prerequisites, content (to include scopes), type of instruction, length, and required resources/equipment. The POI is prepared according to TRADOC Reg 351-1.

SIMULATION - Any change from reality or any imitation of reality. Three types are common: simulating part of the system, simulating the operation of the system, and simulating the environment in which the system will operate.

STUDENT GUIDE - A document that tells students about content, operation, and requirements of a particular course.

STUDENT HANDOUTS - A document which provides information that is either not available to the student from other sources or presents the information in a much clearer and more condensed format. Student handouts come in a variety of forms.

SUBJECT MATTER EXPERT (SME) - An individual who has a thorough knowledge of a job (duties and tasks). This knowledge qualifies the individual to assist in the training development process (i.e., consultation, review, analysis, etc.). Normally, a subject matter expert will instruct in his area of expertise.

SYSTEMS APPROACH - A generic term referring to the orderly process of analysis, design, development, evaluation, revision, and operation of a collection of interrelated elements.

TARGET POPULATION - The pool of potential entrants for training. Students for whom instructional materials are designed and on whom the materials are tried out.

TERMINAL LEARNING OBJECTIVE (TLO) - A statement which describes the performance (in terms of conditions, actions, and standards) that a student is expected to demonstrate after exposure to instruction. TLOs may be broken down into component parts which are documented as ELOs. ELOs may be further divided into learning steps. Each TLO contains actions, conditions, and standards.

TRAINING AID - Printed, visual, audio, or audio-visual materials, devices, and equipment which are used to support instruction.

TRAINING SUPPORT PACKAGE (TSP) - A composite of a lesson plan and associated student handout materials used by the instructor to support OFS and NCO training. The term is sometimes applied to materials which are exported to other schools or units. The TSP must be written in sufficient detail that a substitute/new instructor can present the training with no decrement of training.

VALIDATION (Material) - A process for deciding whether or not lesson material (e.g. module, practical exercise) does what it is designed or intended to accomplish. For instance, a valid lesson plan is one which outlines a lesson that will enable students to pass the test for its particular lesson objective. Instructional materials are tested on a sample of the target population. (Course) - A process for deciding whether or not a course does what it is intended to accomplish. The course is revised until it realizes its instructional goal.

VALIDATION PLAN - A method or outline of the procedures used to gather data and information to find out if the course is effective in reaching its instructional goals and objectives.

APPENDIX C

SUMMARY OF TRAINING DEVELOPMENT

PHASE	SAMPLE PRODUCTS
1. Analysis	Individual Training Plan (ITP) Target population description Approved critical task list (CTL) and site selection list Task analysis MOS Training Plan (MTP) Soldier's Manual (SM) Officer Foundation Standards (OFS)
2. Design	Training strategy Terminal Learning Objectives (TLO) Learning analysis and Enabling Learning Objectives (ELO) Criterion tests/Administration and Scoring Guide End of Course Comprehensive Test Course Grading Plan Learning activities/media and mode selection Draft Program of Instruction (POI)

3. Development

STEP	PROCESS	PRODUCT(S)
1	Develop instructional materials	Depending upon media, mode, and learning activities decisions: Training Aids/Audio-visual materials Lesson plans Printed materials Practical exercises Handouts Special texts
2	Conduct trials and validation of instructional materials	Validated instructional materials Summaries of individual trials Summaries of large-group trials
3	Prepare user instructions	Course management guide (draft and final products) Student guide (draft and final products) Coordination and approval documents

STEP	PROCESS	PRODUCT(S)
4	Validate course and approve final Program of Instruction (POI)	POI and ICH (instructor contact hour) sheets Reviewer's comments Course validation data Approval documentation Validated POI Updated resource requirements (if applicable)
5	Revise/update POI as required	Page changes/revisions (as applicable)

NOTE: Phases 1 and 2 should be completed before beginning any new development effort. If materials or products of the development phase are being revised, developers should ensure that changes are made in affected items listed in the analysis and design phases and that those changes are coordinated and approved under guidelines in this regulation and SSI Regs 350-19 and 350-20. Revisions should be made throughout the audit trail for analysis, design, and development of the product so that there is a "match" in content (e.g., between task titles in the CTL, SM or OFS; the TLO; and the POI entries).

4. Summary of Procedures

a. DOTS will, upon request, review specific development products for completeness, educational sufficiency, standardization, and compliance with DA, TRADOC, and SSI requirements. DOTS will provide critiques of all products reviewed. The critiques guide the revision of the products by the proponent schools. <u>Products and documents should be submitted to DOTS using a Product Review/Control Sheet (FJ Form 350-100-19).</u> <u>This sheet should become part of the audit trail of the proponent school</u>. <u>The products listed above should also be kept as part of the school audit trail</u>.

b. Where schools have previously conducted full-scale development, they will not repeat such development unless the specialty undergoes enormous changes or there is a major change in the training strategy (e.g., from lecture or conference to the use of small-group instruction techniques). Instead, schools should conduct a periodic review of products to make sure all training materials are current. Also, needs analysis may dictate the analysis and development of certain aspects of a specialty.

c. Whenever school personnel by-pass any step of the development process or fail to produce any development product as called for, the proponent school commandant should ensure that they prepare a memorandum for record and enter it into the audit trail to explain why they did not meet the requirement. Schools should also prepare memoranda for record explaining approved deviations from requirements. DOTS will prepare such memoranda, as applicable.

d. Schools should develop materials using the TRADOC Common Teaching Scenario (TCTS). Schools should use the updated threat scenario and should also integrate FM 100-5 throughout the curriculum.

e. Once school personnel complete course development, they then implement the materials or course.

APPENDIX D

PREPARATION, COORDINATION, AND APPROVAL PLAN FOR RESIDENT COURSE DEVELOPMENT

PRODUCT	PREPARATION	COORDINATION	REVIEW	APPROVAL	REMARKS
Practical Exercises (PEs)	School Developer/SME	Contractor (as needed) Threat manager As determined by school commandant		School Comman-dant	All course materials related to threat must be coordinated with the threat manager. All lesson plans and PEs must match TLOs and tests. An instructional systems specialist or person serving a quality control function within the proponent school should review lesson materials. This should be someone other than the preparer. Printing policies and guidance are contained in SSI Reg 25-30 and AR 25-30. Use these regulations to ensure that copyrights are not violated during development of PEs.
Training Aids	School Developer/SME	Contractor (as needed) As determined by school commandant		School Comman-dant	Coordinate with proper support agency, e.g., DOTS, ATSC, and/or contractor.
Course Handout	School Developer/SME	As determined by school commandant		School Comman-dant	Ensure that copyrights are not violated during development of handouts. See SSI Reg 25-30 and AR 25-30 for copyright information.

PREPARATION, COORDINATION, AND APPROVAL PLAN FOR RESIDENT COURSE DEVELOPMENT

PRODUCT	PREPARATION	COORDINATION	REVIEW	APPROVAL	REMARKS
Special Text	School Developer/SME	As determined by school commandant		School Comman-dant	
Lesson Plans	School Developer/SME	Contractor (as needed) Threat manager, Safety Officer (as needed) As determined by school commandant		School Comman-dant	See remarks below.

REMARKS:

Periodically, we are directed to integrate certain subjects into our lesson plans. Mandated subjects should be integrated into lesson plans as required. Developers should document where these subjects are taught or integrated in the POI Mandatory Training Annex. A copy of any correspondence relating to integration of "special interest mandated/directed" subjects should be filed with this regulation. Also, see remarks under Practical Exercises, page D-1. <u>All books/references listed which are to be provided to students must be actually used during the lesson or a mandatory homework assignment</u>. DOTS will approve the issue of publications to students. Publications which are not needed for the duration of a course should not be included in the bookset.

Approval authority should review LP using any comments made by DOTS POC in Product Review Control Sheet. Appropriate revisions should be made to LP, PE, etc., before submitting materials to printing.

Training Support Package	School Developer/SME	As determined by school commandant	DOTS	School Comman-dant	
				DOTS	DOTS approves the TLO and test part of the TSP.
Course Validation Plan	DOTS	Proponent school		DOTS	

APPENDIX D (continued)

PREPARATION, COORDINATION, AND APPROVAL PLAN FOR RESIDENT COURSE DEVELOPMENT

PRODUCT	PREPARATION	COORDINATION	REVIEW	APPROVAL	REMARKS
Summary of Individual Trials Summary of Large-Group Trials	Proponent School/ Developers	As determined by school commandant DOTS (as needed)		School Comman-dant	AV materials should be reviewed by instructors, SMEs, instructional systems specialists, AV/ ETV experts for face validity check.
Course Management Guide (CMG)	School Course Director/ Developer	As determined by school commandant		School Comman-dant	CMG must be consistent with DOTS policies such as those relating to testing and training strategy. The CMG must be written so that it does not contradict testing or course grading plan policies or procedures. SSI Reg 350-20, Instructional Design, and SSI Reg 350-22, Resident Student Measurement outline these policies.
Student Guide	School Course Director/ Developer	As determined by school commandant		School Comman-dant	
Course Validation Documentation	School Course Director/ Developer	DOTS As determined by school commandant	DOTS School Comman-dant	School Commandant	Schools should prepare complete documentation during validation of each lesson.

PREPARATION, COORDINATION, AND APPROVAL PLAN FOR RESIDENT COURSE DEVELOPMENT

PRODUCT	PREPARATION	COORDINATION	REVIEW	APPROVAL	REMARKS
Validated POI	School Course Director/ Developer	As determined by school commandant	DOTS (TRADOC Manpower Agency (TMA)	School Comman- dant	See remarks below.

REMARKS: Initial POI development should be coordinated with DOTS. POI should be validated during first few iterations of the course. Later changes to POI which affect resources should be coordinated with DOTS and the TRADOC MANPOWER AGENCY (TMA) team. Changes which affect any of the front-end analysis or design products and those affecting a completed POI and lesson materials should also be coordinated with DOTS. When more than 25 percent of the POI pages are affected, DOTS will send the POI to TRADOC for review after local approval. (DOTS reviews all POIs for compliance with TRADOC guidance.)

APPENDIX E

LESSON PLAN AND TRAINING MATERIALS

DEVELOPMENT GUIDELINES

ADDITIONAL CONSIDERATIONS FOR LESSON MATERIAL DEVELOPMENT

Integrating Subjects/Doctrine

In the past we have received guidance concerning incorporating specific information or topics in lesson plans. For example, schools should incorporate the principles of support and wartime standards of service into lesson plans and Soldier's Manual Evaluation Guides, when applicable. Doing this will help prepare the Reserve Component (RC) students who attend resident courses to function in a similar manner as the Active Component (AC) soldiers during mobilization and war. We need to ensure that we teach all of the components the same thing the same way, so that the RC will be prepared when they are called. Whereas we may have different procedures and policies for peacetime versus wartime (e.g., MOS Medical Retention Board vs profiles or height/weight tables versus physical fitness) we need to bear in mind that the training system serves to support war and that the system applies to the Total Army (RC and AC). For instance, when teaching certifying RC funds during disbursing instruction, the initial distribution list should include the finance units of the RC, rather than including RC commands and units that have no peacetime or wartime disbursing functions. In other words, we need to be more cautious concerning the accuracy of our training. The principles of support and wartime standards of service may be found in FM 14-7 for the Finance Branch and FM 12-6 for the Adjutant General Branch.

The following subjects should be integrated into appropriate lesson plans:

o threat
o operation continuum (formerly AirLand Battle)
o risk assessment and safety
o values and ethics
o historical examples, personal monographs from wartime experiences (e.g., Desert Storm), IET Army heritage and traditions program requirements
o mention of distinctions between AC and RC procedures and policies
o relating common core and technical training to each other whenever possible (i.e. gearing common core subjects to the Personnel Service Support target population), relating technical instruction to common core subjects --integrating technical and common core training as much as possible and reinforcing common core subjects throughout technical tracks
o use of after-action review (AAR)
o fratricide
o Combined Arms in a Nuclear Environment (CANE)
o environmental awareness
o electromagnetic effects (EME)

The TRADOC Common Teaching Scenario (TCTS) should be used in our instruction. At this time, the draft Southwest Asia (SWA) and Latin America (LATAM) scenarios are the only ones authorized for use. The 1985 era Fulda Gap scenario should not be used. See 10 May 94 memorandum from ATZI-DTU, USASSC, for additional information. It is important to ensure that lesson materials reflect the post cold war battlefield environment. This new environment is summarized in FM 100-5, Operations, June 1993. This FM should also be integrated into instruction.

The Logistics Support Element (LSE) concept from FM 100-5 and other changes which resulted from the most recent (June 1993) version of this FM should be incorporated into all appropriate leader development courses. For additional information see the 13 April 93 memorandum from ATCL-LIL, CASCOM, subject: Incorporation of FM 100-5 into Leader Development Courses.

Developing Computer-Assisted or -Based Training

During recent years we have prepared more computer-assisted instruction. The following information gives you some ideas to consider when developing this type of instruction. This should not be considered a complete list of considerations.

- o look at ability of program to retrieve student data (feedback for testing or program revision)
- o ensure consistency in how screens are set up when asking questions or giving feedback
- o identify and consider the type of feedback the program gives students (e.g., What level of feedback is given? Does the program just say you made a mistake or does it give the student specific information concerning where the mistake is or what the problem is?)
- o consider the number of screens which are used prior to a student becoming actively involved with the program. (Is the program just a page-turner, as a book, or are the computer capabilities being used?)
- o determine whether there is enough detail within the lesson to properly teach the task
- o consider maintenance of the authoring software used
- o review the final product for educational soundness and sufficiency and the content of lessons, screens, and graphics for technical accuracy and consistency
- o ensure that CAI is an appropriate medium for the tasks selected
- o consider eventual distribution of a product early in the design phase of development; determine early-on the use of adjunctive material, the physical size of the courseware package, user instructions, and the logistics of delivery--both in the schoolhouse and field setting
- o ensure that any printed materials are redesigned so that they take advantage of the computer delivery method; attempt to achieve as much interaction between student and computer, as possible; do not simply transfer the printed materials to the computer
- o identify the target audience prior to the design of materials
- o set up a tracking system so that deficiencies found during validation can be corrected
- o ensure students and instructors can identify where the students made errors
- o ensure CAI tasks are trained to job performance standards/according to POI standards; ensure that you validate "complete" tasks

- o investigate the best place to grade students--after entering all data or immediately after each item on a test
- o ensure that staff/instructors can easily load/install the operational system and courseware and that someone can maintain the equipment and courseware
- o check for clear wording, explicit graphics, correct grammar
- o consider whether you want to ensure students are able to use the regulation as a part of the CBI. Does the program direct students to use the regulation?
- o determine if you want an item analysis using student responses on practical exercises and tests
- o review time increments
- o consider whether you want hard copies of any items in addition to what students generate on the computer (e.g. correspondence alinement of margins)
- o consider any contracting responsibilities and ensure thorough review of any materials developed by contractor

PREPARING A TRAINING SUPPORT PACKAGE

TRAINING SUPPORT FORMAT

On page one, include the following items:

TSP NUMBER: List the same number you use for the lesson plan beginning on the top right hand side of the first page. Enter the same number on the top left hand side of even number pages and on the top right side of odd number pages.

DATE: Directly below the TSP number list the date of issue.

TSP LABEL AND TASK TITLE: Enter the block: "Training Support Package FOR TASK TITLE," then enter the task title.

PROPONENT LOGO: Include the appropriate proponent logo centered on the page.

THIS PACKAGE HAS BEEN DEVELOPED FOR: Identify who would use the package.

PROPONENT FOR THIS TSP IS: Provide proponent and point of contact address.

On page two, enter the task number in the upper right-hand corner. The page should list the preface page number, the lesson plan page and contents, and the appendixes (overhead transparencies, test, test solutions, practical exercises, practical exercise solutions, student handouts, extracts, etc.) as shown on page E-5.

Then enter the task title centered on the page and the date in the right hand corner on the same line. Next, center the heading "TABLE OF CONTENTS" on the page.

List a statement at the bottom of the page describing which TSP this one supersedes (number and date).

(TASK TITLE) (date)

TABLE OF CONTENTS

The third page of a TSP is the PREFACE page. It is in the following format:

PREFACE

This training support package provides the instructor with a standardized lesson plan for presenting instruction for:

TASK NUMBER:

TASK TITLE:

CONDITIONS:

STANDARDS:

This TSP contains a lesson plan. Identify if any of the following are included in the TSP: paper masters for overhead transparencies, handouts, job aids, checklists, practical exercises, and test(s) and test solution(s).

Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

The proponent of this publication is the (list the proponent school). Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to (Give the complete address, including attention line and zip code of the preparing or other applicable agency).

NOTE: From this point, on the TSP uses the same format as the lesson plan.

PREPARING THE LESSON PLAN

PREPARING THE ADMINISTRATIVE INSTRUCTIONS

ADMINISTRATIVE INSTRUCTIONS

LESSON NUMBER: List the POI number as the lesson plan number on the left side of the left-hand pages and the right side of the right-hand pages. Note: This is flexible as long as the lesson plan is just used within the schoolhouse.

DATE: Ensure that the lesson plan is currently dated.

LESSON TITLE: Enter the title of the lesson plan. The title should be reflective of and summarize the content of the task(s) taught.

THIS LESSON IS USED IN THE FOLLOWING COURSES:

COURSE NUMBER: List the course number for all courses that use this lesson plan.

COURSE TITLE: List the course title for all courses that use this lesson plan.

SECTION I - ADMINISTRATIVE DATA:

TASK(S) TAUGHT OR SUPPORTED:

TASK NUMBER: List all task numbers that this lesson supports.

TASK TITLES: List all task titles that this lesson supports.

TASK(S) REINFORCED: List the task number and title of any tasks which are reinforced. State if there are none.

ACADEMIC HOURS:

PEACETIME HOURS/TYPE: List the summation of the training time for the various types of instruction used in the lesson plan. Identify all methods of instruction used in the lesson. Examples: conference/lecture, demonstration, practical exercises (type 2, nonhardware oriented), examination (type 3, classroom), etc. These should be according to the methods identified for this task/subject within the approved POI for the course using this lesson plan. You will find definitions of the various methods of instruction in TRADOC Reg 351-1, Training Requirements Analysis System (TRAS), Appendix G. For each method of instruction, list the time allotted. As with the methods of instruction, the time allotted to each activity should correspond to that specified in the approved POI. After listing each method of instruction and the allotted time, record the total time for the lesson, including examinations and break time, indicated in hours.

List testing information in only one location. If a test is administered as part of a lesson, use the "Academic Hours" block. If the test is reviewed during this lesson, identify those hours next to "TEST REVIEW." If you test the lesson elsewhere, use the separate "Testing" and "Review of Test Results" blocks.

NOTE: After the lesson plan is tried out several times with an actual class of students, the time estimates in the lesson plan (and in the POI) may need to be revised.

For TSPs, test information must be listed in the "Academic Hours." Identify the lesson number in the POI (POI file number) during which the test takes place and the amount of time needed to review the test with students.

MOBILIZATION HOURS/TYPE: List mobilization hours.

PREREQUISITE LESSON(S): Identify all lessons by number and title that must be taught before this lesson. If there are none, state "none."

CLEARANCE AND ACCESS: Identify the security level for the lesson plan (e.g., unclassified, secret), any special secure room requirements, and whether foreign students may attend the class.

REFERENCES: Identify all references that will provide the instructor background in this lesson. List by number, title, and date. This list includes regulations, pamphlets, circulars, DoD directives, special texts, and any applicable civilian sources. For civilian publications or articles, list the book title, magazine name, title of article, page number, date of publication, and publisher. Provide an Army source to obtain civilian references.

NUMBER:	TITLE:	PARA NO.:	ADDITIONAL INFORMATION:

STUDENT STUDY ASSIGNMENTS: List any reference used in this lesson which is a part of the student bookset. Identify page numbers. List all homework or study assignments the student must complete. Provide any document names, numbers, chapters, pages, and paragraph numbers. Explain the assignment. State when the assignment must be completed (e.g. prior to the beginning of the lesson). Explain arrangements to distribute and explain the assignment to students. If the assignment will be completed after the lesson, explain arrangements to collect any materials and assess student learning. If there is no student study assignment, state "none." If this lesson does not require any references which are in the bookset, state "This lesson has no bookset requirements.")

INSTRUCTOR REQUIREMENTS: List number of instructors, demonstrators, assistant instructors, and any special qualifications these individuals may require.

ADDITIONAL SUPPORT PERSONNEL REQUIREMENTS: List additional support personnel and qualification requirements; e.g., bus drivers, audiovisual equipment operators. State if there are none.

EQUIPMENT REQUIRED FOR THE INSTRUCTION: (State if there is none.) List all equipment by name and/or identification number. Include AV hardware (overhead projector, slide projector, etc.) and nonstandard classroom equipment (typewriter, computer terminal, postage meter, etc.).

MATERIALS REQUIRED FOR THE INSTRUCTION:

INSTRUCTOR MATERIALS: (State if there are none.) List required instructor materials that do not fit under the "Equipment Required for the Instruction" entry. These are materials the instructor must have. Examples are maps and compasses.

List reading materials that the instructor <u>must</u> have:

o List civilian sources by type of source (e.g., book title, Time Magazine), author, title of any article, page numbers, date of publication, publisher.

o Provide an Army source with complete mailing address to obtain listed civilian references. Telephone numbers are not acceptable substitutes for mailing addresses.

o List any required reading for instructors.

STUDENT MATERIALS: (State if there are none.) List materials which the instructor will provide the student before or during the class and any materials which the student is required to bring to class.

CLASSROOM, TRAINING AREA, AND RANGE REQUIREMENTS: List requirements for training; e.g., one 25-person standard classroom, a wooded training area, specialized classroom which can be totally darkened.

AMMUNITION REQUIREMENTS: (State if there are none.) List ammunition requirements IAW TRADOC Reg 351-1.

INSTRUCTIONAL GUIDANCE: (State if there is none.) List any special instructions that you do not list anywhere else in the lesson plan. Example: Submit request for transportation five days before the start of the class.

MANDATED/INTEGRATED SUBJECTS: State: "No mandated/directed subject(s) is/are integrated into this lesson." Include the location (lesson plan page and paragraph number) of those mandated/integrated subjects covered in the lesson plan.

PROPONENT RESIDENT LESSON PLAN APPROVAL AUTHORITY: List by name, rank, position, with date, the preparer, course director, school quality control person, school commandant, and branch safety officer (for all high-risk, caution, and medium-risk lessons).

SECTION II - INTRODUCTION

Write "NOTES," as appropriate, that provide specific instructions on instructor-required activities.

MOTIVATOR: Provide the instructor a brief outline indicating why the task/subject is important. Specify the consequences of learning (or not learning) the lesson. Explain job conditions that make learning the TLO essential. The motivator is designed to gain student interest and focus them on what they are about to learn.

TERMINAL LEARNING OBJECTIVE (TLO): The instructor must inform students what they must be able to accomplish once they have completed training on a lesson. The TLO may be identical to the critical task being taught, or there may be a disparity between them because of training limitations versus actual field performance. Record the approved Terminal Learning Objective for the above task/subject in the following format, (whether you list the Condition or the Action first is not relevant):

ACTION: Begin the action statement with an action verb and state exactly what the student must do after completing the lesson. Use only one verb. See the TRADOC standard verb list, TRADOC Pamphlet 351-13, SAT - Analysis.

CONDITIONS: Include in the condition statement any pertinent influence upon objective performance to include environment, equipment, manuals, assistance, or supervision requirements. Use "training" conditions rather than the "field" conditions. Ensure the condition statement relates only to the action.

STANDARDS: Write a standard that establishes the criteria for how well the action must be performed. Standards must be observable and measurable. The standard specifies how well, completely, or accurately to perform a process or how to produce a product. Express a product standard in terms of accuracy, tolerance, completeness, format, clarity, errors, or quantity. Express a process standard in terms of sequence, completeness, accuracy, or speed.

NOTE: For some subjects, a scope statement in the place of a TLO is appropriate. The following is an example of a scope statement: "The lesson covers key aspects of the Planning, Programming, and Budgeting System and how it ties into the Planning, Programming, Budgeting, and Execution System with emphasis on the programming phase."

Scope statements are not tested; no PEs are used; performance is not measured; and the scope is not used to teach an approved task. In other words, the scope describes some knowledge to be learned, but there is no student performance and no measurable standard.

SAFETY REQUIREMENTS: (State if there are none.) The TRADOC standard lesson plan format requires instructors to address safety for each lesson immediately after the TLO.

a. Instructors must think and address classroom/training safety at the beginning of each lesson and at appropriate times during the lesson. Integrate safety throughout lesson content, whenever applicable.

b. Use the following guidance when preparing lesson plans:

If the lesson ...	Then instructors...
Is low risk	Use their own discretion.
Is medium, caution, or high risk	Address safety awareness and considerations at the beginning of the lesson (e.g., remove rings, wear safety equipment, be alert to hazardous materials).
Contains content that requires safety consideration	Address safety at appropriate points throughout the lesson.

TRADOC Regulation 25-30, Figure 6-4, provides the standardized safety formats for use in all training products.

Training developers must ensure they transfer safety information from the references to training development products and document any equipment safety trade-off decisions made during the design phase of training development.

Training developers who have technical questions concerning safety should contact their Branch Safety Manager.

Hazard Communication (HAZCOM) Training must be integrated into training where students may be exposed to hazardous materials. (Memorandum, HQ TRADOC, ATTG-IS, 15 Jun 91, subject: Memorandum of Instruction for TRADOC Resident Hazard Communication Training, outlines training requirements).

Inform the students of the general safety factors and requirements for this lesson. If the lesson contains a practical exercise which involves equipment, chemicals, or other potential hazards, list the safety requirements.

Use instructor "NOTES:" to make specific safety points, as appropriate, during the actual class presentation.

RISK ASSESSMENT LEVEL:

List the risk assessment level for this lesson; i.e., high, caution, medium, or low. The risk assessment level is determined and documented during the design process by the training developer, subject matter expert, and the branch safety manager and is approved by appropriate command authority. Write a statement that the instructor will use to inform the students of the risk level if the severity level is "high, "caution," or "medium."

Example statement:

> This class is assigned a risk level of CAUTION.
>
> POTENTIAL RISK: Ensure you do not throw pyro can within 50 feet of your fellow soldier because it can cause severe burns.

For every potential risk listed in "high," "caution," and "medium" risk lessons, write an instructor "NOTE" at the appropriate place in the lesson where the risk appears. Explain what actions the instructor must take to reduce the risk.

ENVIRONMENTAL CONSIDERATIONS: (State if there are none.) Inform students of the general environmental factors and considerations. Address appropriate specific points during the actual class presentation. These factors include training considerations as well as task performance considerations. They focus on protecting the environment in which students train and perform their jobs, not on how the environment can affect the performance of a task. (See memorandum, HQ TRADOC, ATTG-CD, 6 Sep 91, subject: Training Development Guidance, enclosure pages 23 through 31, and TRADOC Reg 350-XX for a list of environmental considerations for training development.

Before proceeding with FTX actions at Fort Jackson, establish the present environmental restrictions. For example, at certain times of the year you will not be able to use pyro cans because of the fire hazards. Also, certain areas restrict digging foxholes.

EVALUATION: Inform the students how, when, and where performance of the lesson TLO will be tested. Provide them with the length of test and inform them of the minimum passing score.

INSTRUCTIONAL LEAD IN: (State if there is none.) If applicable, tie the TLO to previous learning or student experiences, and lead into the actual presentation. Be brief.

SECTION III - PRESENTATION

This section contains the learning activities and steps required for the student to learn to perform the TLO to standard. List these activities/steps in teaching sequence order. Include only essential information. Write the contents in this section in sufficient detail to enable a new or substitute instructor to present the material with no degradation of training. Write the material as if it were being presented to the students. Where appropriate, write "NOTES" to provide necessary instructor information or actions.

ENABLING LEARNING OBJECTIVE (ELO): If there are no ELOs, omit the label in the lesson plan format. Write the first enabling objective in the "Action," "Conditions," "Standards" format. If there are no ELOs, start the presentation with the first learning activity. Eliminate the numeral "1" if there is only one ELO in the lesson.

NOTE: Tell the students the ELO.

Analyze your TLO. These supporting learning objectives enable the student to perform the TLO. You may identify learning objectives that support the TLO. Include these ELOs in the lesson plan. Not all TLOs have ELOs. Each ELO has an action statement which contains only one verb, a condition, and a standard. The same rules apply for writing an ELO as for a TLO.

LEARNING ACTIVITY: Number your learning activities, and include the type of instruction, instructor to student ratio, time, media, and the actual instruction for each. If the type, ratio, and media do not vary, you may annotate a comment indicating that they remain the same for each learning activity.

TYPE OF INSTRUCTION: Enter the type of instruction identified during the SAT design phase. See TRADOC Reg 351-1 for type definitions.

INSTRUCTOR TO STUDENT RATIO: In TSPs, the instructor:student ratio is only a recommendation. The ratios must be validated by the local TRADOC Manpower Agency.

TIME OF INSTRUCTION: Enter the actual time it takes to teach this learning activity. Expressing the time in portions of minutes is satisfactory. You may also use tenths of hours.

MEDIA: (State if there are none.) Identify media by types, titles, and numbers, if applicable.

Actual instruction begins at this point. Write the first learning activity required for the student to learn to perform the TLO or first ELO. Write learning activities in action terms, and list them in teaching sequence order. Write in the active voice as much as possible. Provide as much detail as needed to allow any new instructor to use this lesson plan with minimum preparation time. If you include an instructional medium for use during the TSP/lesson, provide cues and details of what the student is to learn from the medium. In subparagraphs, enter detailed information absolutely required to accomplish the learning activity. List the detailed information in teaching sequence order. Insert "NOTES" as necessary to provide specific directions to the instructor. Begin the instruction using outline format for lettering, e.g., a.

(1)

(2)

b.

(1)

(2), etc. Continue as required using the same format as learning activity for additional learning activities.

CONDUCT A CHECK ON LEARNING, AND SUMMARIZE THE LEARNING ACTIVITY: Perform a check on learning. A check on learning is an informal check to determine if students are learning. It can be as simple as asking one or two review questions or as complex as asking students to perform a skill. Place the "NOTE" as a separate paragraph in the lesson body in the place where the event should take place. Include as many notes as needed to provide adequate "how-to" information for a substitute instructor. For example: "NOTE: Show viewgraph ___." Conducting a check on learning and summarizing the ELO are optional when it takes less than one hour to present training for an ELO. List all remaining ELOs in teaching and associated points.

SECTION IV - SUMMARY

Enter the type of instruction, the instructor to student ratio and the <u>actual</u> time it takes to review and summarize the lesson.

REVIEW/SUMMARIZE: Outline for the instructor a brief summary of the major teaching points and support activities that were covered in the lesson. If the lesson plan contains ELOs, they should be referenced. Finally, relate the entire lesson back to the Terminal Learning Objective that was stated in the Introduction. Discuss how students will apply what they learned.

Suggest a closing that reemphasizes the importance of the subject matter and motivates the student one more time. This will typically relate back to the motivation statement that was presented in the INTRODUCTION. NOTE: Do <u>not</u> merely indicate that this step is "as desired by the instructor." Although the instructor should feel free to substitute his own closing statement, the lesson plan should give an acceptable example so that this step will be less likely to be omitted entirely during the presentation.

CHECK ON LEARNING: List specific actions required to informally evaluate student performance IAW the TLO.

Various methods can be used including, among others, the question and answer, practical exercise, and testing methods. <u>This test/evaluation is not the formal graded examination.</u> Solicit student questions, and provide explanations. Correct student misunderstanding.

Transition to the next lesson, if applicable.

REVIEW/SUMMARIZE: Summarize the material presented in the lesson body. The summation often provides the repetition and emphasis necessary to ensure learning and retention. In a discussion lesson, repeat the TLO, describe how the student learned to perform the TLO, and outline the important point. Discuss how students will apply what they have learned.

CHECK ON LEARNING: List specific actions required to informally evaluate student performance IAW the TLO. You can use various methods including, among others, the question and answer, practical exercise, etc.

List questions that the instructor can ask students and the answers to those questions.

SECTION V -STUDENT EVALUATION

TESTING REQUIREMENTS: You must evaluate all TLOs and ELOs.

List all information you need to test student performance of the TLO/ELO for the lesson. Provide complete and specific details to include the method for testing, pass/fail criteria, and weight toward course completion. Include this information in the Course Grading Plan which documents course graduation requirements.

Test items are written during the design phase of the Systems Approach to Training. Criterion-referenced test items measure the TLO and all ELOs.

Criterion-referenced test items--

- o Meet (match) the conditions of the TLO.
- o Call for the same behavior as the TLO.
- o Measure performance against the TLO standard.

o Measure only relevant behaviors; i.e., only actions associated with TLO performance.

Ensure the criterion-referenced test contains a rating/scoring device that is applicable and appropriate to the behavior being assessed.

PERFORMANCE TEST: (State if there is none.) Performance tests are the preferred method of testing. Write a full description of the examination, details on how the student will perform the test, special requirements, and grading criteria.

WRITTEN TEST: (State if there is none.) Do not develop and use written examinations unless dictated by constraints; e.g., lack of personnel, equipment. If you must use this type of examination, include test items consisting of stem, correct answer, and a minimum of three distractors. True/false and matching questions are not acceptable as test items.

Write a sufficient quantity of test items to prepare two tests.

o For example: If you need 10 test items for one test, then write 20 test items.

o Instructors need two versions of a test for retesting or for testing different sections of a class being tested at different times.

Develop enough test questions to adequately measure whether the student can meet the standards of the TLO and ELOs.

Ensure test items provide comprehensive coverage of the TLO and all ELOs.

Provide grading information and a grading scale for any test.

FEEDBACK REQUIREMENT: Schedule and provide feedback on the evaluation and any information to help answer students questions about the test. Provide remedial training as needed.

LESSON PLAN REVIEW CHECK LIST

	Yes	No	Comments
1. Does each page list the POI file number as the lesson number on the left side of the left-hand pages and the right side of the right-hand pages? (Also applies to one-sided LPs.)			
2. Is the date on the LP?			
SECTION I - ADMINISTRATIVE DATA			
3. Does the LP list <u>all</u> course numbers and titles involving this LP?			
4. Are there listings of the numbers of the supporting/reinforcing tasks taught?			
5. Are there listings of the peacetime and mobilization hours?			
6. If the administering and conducting of the test is in conjunction with this lesson, does the LP list test and test review times for peacetime and mobilization with the LP hours by type of instruction?			
7. Is the test administration and review a part of another lesson? If no, lists time increments inclusively with academic hours. If yes, lists them in the section designated.			
8. LP lists:			
a. any prerequisite lessons?			
b. clearance and access?			
c. background references?			
d. student study assignments/homework and when assignment is to be distributed, explained, completed, and collected?			
e. instructor requirements?			
f. additional support personnel requirements, e.g., driver, AV operator?			
g. equipment, instructional aids, and tools?			

LESSON PLAN REVIEW CHECK LIST (cont)

Yes No Comment

h. instructor and student materials? (Includes required reading material instructor must have and student materials, e.g., maps, compasses, calculators, job aids).

i. classroom, training area, and/or range requirements?

j. ammunition requirements?

k. instructional guidance, if any; states if there is none? e.g., submission of transportation request five days prior to start of lesson, handing out of materials prior to lesson.

l. mandated/integrated subjects, if any; states if they are not included. States where they are discussed in the LP? Incorporates FM 100-5 principles, as applicable.

m. approval authority?

SECTION II - INTRODUCTION

9. Uses short motivator at the first part of the introduction, section II?

10. Contains an "approved" TLO which is stated in terms of the condition, actions, and standards?

11. Lists:

a. safety requirements or states if there are none? (i.e., chemicals, hazardous equipment, use of seat belts, electrical hazards, cold weather hazards)

b. risk assessment level?

c. environmental considerations or states if there are none?

d. evaluation procedures giving students the how, when, and where of the performance of the lesson TLO?

LESSON PLAN REVIEW CHECK LIST (cont)

	Yes	No	Comment
12. Provides the length of the test and the minimum passing score?			
13. Lists instructional lead in, if applicable. (Ties lesson to previous lessons or student experiences)?			

SECTION III - PRESENTATION

14. Includes:

a. ELOs, if applicable.

b. ELOs support behavior in TLO and an accompanying PE.

c. Learning activities along with type of instruction, time increments, instructor to student ratio, and media for each? (Note: A statement given during the first LA that states these will remain constant for all following LAs will be accepted, if that is the situation.)

15. All teaching points relate to the TLO if there are no ELOs.

16. Lesson plan has appropriate sequenced teaching points.

17. LP includes all necessary information and teaches the task to standard, as specified in the Soldier's Manual or OFS Manual.

18. LP uses proper terminology.

19. LP is free of errors, such as:

extraneous information
incomplete titles
misspellings/typographical errors
unauthorized abbreviations
inaccurate or out-of-date information

20. LP and PE content match test. (Information pertaining to all items in the test is included in the LP).

LESSON PLAN REVIEW CHECK LIST (cont)

	Yes	No	Comment
21. LP content does not duplicate homework assignment(s).			
22. LP is performance-based rather than knowledge-oriented.			
23. LP has enough detail so that:			
a. instruction is standardized from one instructor to another?			
b. classroom observer can identify key steps taught?			
c. new instructor can teach from LP and ensure teaching to specific standards?			
24. LP information addresses correct skill level of student?			
25. LP conforms to latest format guidance?			
26. LP and POI time increments agree?			
27. HOs and OTs, if identified in Administrative Information, are mentioned in the LP at the point during which they are used?			
28. OTs conform to standards, e.g., large enough to read, preferably no more than 8 lines, and not numerous?			
29. PEs, HOs, OTs, and the LP use "future" calendar dates?			
30. LP gives students time increments on PEs, etc.?			
31. LP uses no famous, well-known, or ethnic problem names?			
32. Check on learning and transition to next lesson is conducted, if applicable?			
SECTION IV - SUMMARY			
33. Summary recaptures or sums up important			

LESSON PLAN REVIEW CHECK LIST (cont)

Yes No Comment

information in the LP, repeats the TLO, and tells how students will apply the information?

SECTION V - STUDENT EVALUATION

34. Lists:

a. when a test review is conducted

b. testing requirements, whether this is a performance test, written exam, or both

c. feedback requirements

NOTES:

Ideally, an LP has a performance-type PE that is similar to the test, i.e., both the test and PE have students perform the TLO in the LP.

This check list should be used by developers and reviewers of LPs to ensure that their products conform to policies and guidance. This check list is not all-inclusive of possibilities for improvement. The items on this check list cover only critical aspects of the LP and common errors. The LP must be carefully reviewed in detail, using the guidelines stated in the TRADOC Training Development Guidance Memorandum dated 6 Sep 1991.

PROCEDURES FOR DEVELOPMENT OF TRAINING AIDS AND SUPPORTIVE PRINTED MATERIAL

1. Review the decisions made during the design phase to determine if printed materials or training aids are recommended. Principal types of training aids include audio only (e.g., records and cassette tapes), visual only (e.g., slap-ons, posters, sandtables, photographs, magnetic boards, overhead projectors with transparencies, opaque projectors, games, chalkboard, venetian blind, job aids, and graphic training aids such as charts, diagrams, graphs, sketches, cartoons, maps, and wallboards), and audio-visual (e.g., motion pictures, television tapes, video tapes, projection equipment, slide shows, and computer simulations).

2. Select or develop the training aid(s) or printed materials.

a. Read or review applicable references.

b. Consider the nature of the lesson objectives, learning category of objectives, learning guidelines and activities, available aids that have the characteristics needed, characteristics of the student population, costs, and any environmental constraints. Confirm the use of the aid recommended during the design phase, or select an alternative aid which meets the necessary criteria. Ensure that aids fit the purpose of training and help students meet the objectives. If an existing aid meets the desired criteria, you should not develop a new one.

c. If existing material is not suitable and you cannot modify it to meet the objective, draft printed material using a "lean" approach. Include only enough information to meet the objectives. Do not include extra "nice-to-know" information. Develop practical exercises for each ELO. Develop a final practical exercise which covers the entire TLO. Instead of just covering the last ELO, the practice for the final ELO may cover the entire TLO.

3. Draft the training aid(s) and audio-visual materials outlines. Submit them to the School Commandant for review, comment, and coordination IAW Appendix D. Once draft outlines are approved, draft the scripts per guidance and feedback obtained during the previous coordination. Submit the draft scripts for review and comment by proper offices. If required, prepare a storyboard in coordination with appropriate offices. Make necessary revisions. Then submit the draft materials to the School Commandant for review, approval, and subsequent coordination IAW Appendix D.

4. When the draft materials have been coordinated and approved, developers must make necessary changes according to feedback obtained during the coordination process. Then they should try out,

revise, and validate the materials IAW Appendix G. Complete development with the proper support agencies.

SAMPLE LESSON PLAN

LESSON NUMBER: 510-71L-C-1
Mar 93

DEPARTMENT OF THE ARMY
US ARMY SOLDIER SUPPORT INSTITUTE
FORT JACKSON, SOUTH CAROLINA 29207-7035

PREFACE

TASK NUMBER: 121-004-1202

TASK TITLE: Type a Memorandum

CONDITIONS: Given a draft memorandum, a typewriter or computer, AR 25-50, AR 310-50, student handout (Type a Memorandum) and standard office supplies and equipment, to include a dictionary.

STANDARDS: IAW AR 25-50 AND AR 310-50.

NOTE: PREFACE PAGE ONLY NEEDED FOR TSP OR SHARED TASK.

LESSON NUMBER: 510-71L-C-1
15 October 1997

LESSON TITLE: Type a Memorandum

THIS LESSON IS USED IN THE FOLLOWING COURSE:

COURSE NUMBER	COURSE TITLE
510-71L10	Administrative Specialist

SECTION I - ADMINISTRATIVE DATA

TASK(S) TAUGHT OR SUPPORTED:

TASK NUMBER	TASK TITLE
121-004-1202	Type a Memorandum

TASK(S) REINFORCED: Type Straight Copy Material, 121-004-1232

ACADEMIC HOURS:	PEACETIME HOURS/TYPE	MOBILIZATION HOURS/TYPE
	5.2/C	5.2/C
	7.0/PE	7.0/PE
TEST	1.2/E	1.2/E
TEST REVIEW	.5/E	.5/E
TOTAL HOURS	13.9	13.9

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*	HOURS	LESSON NUMBER
TESTING:		
REVIEW OF TEST RESULTS:		

PREREQUISITE LESSON(S): None

CLEARANCE AND ACCESS: Unclassified. Enlisted personnel meeting prerequisites may attend.

*This section would not apply to this particular lesson plan because the test is administered at the time the lesson is taught. This section would be used if the test is administered at a different time.

LESSON NUMBER: 510-71L-C-1

REFERENCES:

NUMBER	TITLE	DATE	PAGES/ PARA NO.	ADDITIONAL INFORMATION
AR 25-50	Preparing and Managing Correspondence	21 Nov 88	all	none
AR 310-50	Authorized Abbreviations, Brevity Codes, and Acronyms	15 Nov 85	all	none

STUDENT STUDY ASSIGNMENTS: None

INSTRUCTOR REQUIREMENTS: One instructor per class during conference and an additional instructor during PEs. Class consists of 20-30 students.

ADDITIONAL SUPPORT PERSONNEL REQUIREMENTS: None.

EQUIPMENT REQUIRED FOR THE INSTRUCTOR: Overhead projector/transparencies (optional), and chalkboard/chalk.

MATERIALS REQUIRED FOR THE INSTRUCTION:

INSTRUCTOR MATERIALS: AR 25-50, AR 310-50.

STUDENT MATERIALS: AR 25-50, AR 310-50, computer/printer or typewriter and typing paper, standard office dictionary, pen, pencil, (correction tape/fluid and eraser if using a typewriter) and student handout (Type a Memorandum).

CLASSROOM, TRAINING AREA, AND RANGE REQUIREMENTS: Classroom.

AMMUNITION REQUIREMENTS: None.

INSTRUCTIONAL GUIDANCE: None.

MANDATED/INTEGRATED SUBJECTS: Historical examples are integrated on page 5 of this lesson. Electromagnetic effect is integrated on page 10. Values and ethics is integrated during the lesson introduction.

LESSON NUMBER: 510-71L-C-1

PROPONENT LESSON PLAN APPROVAL AUTHORITY:

	NAME	RANK	POSITION	DATE
Prepared by:				
Course Director:				
School QC:				
DOTS Coordinator (as applicable):				
School Commandant:				
Branch Safety Officer: (for all high-, caution-, and medium-risk lessons)				

LESSON NUMBER: 510-71L-C-1

SECTION II - INTRODUCTION

MOTIVATOR: Discuss the importance of this lesson with the students.

Attention: Imagine yourself as an administrative specialist in the office of the Chief of Staff, and he has just handed you a handwritten draft of a memorandum for signature by the Commanding General. He informs you that the document must be error free.

Motivation: As an administrative specialist, one of your jobs will be to determine the proper format of the memorandum and provide your supervisor with the best possible completed product. The memorandum must correctly convey the intentions of the writer and once prepared, ensure that the information included is formatted in such a manner that the recipient understands what action, if any, must be taken. Your technical competence and pride in your work is a valuable asset to the Army. The end result of improper preparation can be an inordinate amount of time spent on redoing correspondence and/or the recipient misunderstanding the writer's intentions. Simply stated,correctly prepared correspondence saves you and others time and trouble while improperly prepared correspondence equates to nonperformance and a waste of valuable and scarce resources.

Objective: At the end of this lesson, you will type formal and informal memorandums in accordance with AR 25-50.

TERMINAL LEARNING OBJECTIVE:

NOTE: READ THE FOLLOWING TLO STATEMENT TO THE STUDENTS.

ACTION: Type a memorandum.

CONDITIONS: Given a draft memorandum, a typewriter or computer, AR 25-50, AR 310-50, a student handout (Type a Memorandum) and standard office supplies and equipment, to include a dictionary.

STANDARDS: IAW AR 25-50 and AR 310-50.

SAFETY REQUIREMENTS: Use precautions with electrical equipment during thunderstorms/electrical storms. Position arms and hands correctly so as to reduce risk of carpal tunnel syndrome. Take breaks so that eye and back strain will be reduced.

RISK ASSESSMENT LEVEL: Low.

ENVIRONMENTAL CONSIDERATIONS: Collect and place all used "white" paper in the recycle bins.

LESSON NUMBER: 510-71L-C-1

EVALUATION: There will be a series of instructor-graded practical exercises to complete (50 minutes each) at the conclusion of the instruction and then a graded examination (50 minutes). The minimum passing score on the examination is 90 percent. Leaving out a major element or making more than three typing errors will result in a NO GO on the Practical Exercises and the test.

INSTRUCTIONAL LEAD-IN: As an administrative specialist, one of your jobs will be to determine the proper format for correspondence. The first type of correspondence you will learn about is called the Memorandum.

NOTE: AS YOU ARE PRESENTING THE MATERIAL IN THIS LESSON PLAN, REFER THE STUDENTS TO THE APPROPRIATE PARAGRAPH AND/OR FIGURE IN AR 25-50. PASS OUT STUDENT HANDOUT.

SECTION III - PRESENTATION

Enabling Learning Objective #1.

Action: Type a Letterhead

Conditions: Given a handout with information for letterheads

Standards: IAW AR 25-50 and AR 310-50

Learning Activity #1 - Letterhead.

Type of instruction: Conference. Instructor to student ratio is 1:30.

Time of instruction: 13 minutes.

Media: None.

1. LETTERHEAD: The letterhead is the top part of the formal memorandum. It identifies the organization that prepared the memorandum. The heading will have a minimum of three (but no more than four) lines, and each line will be centered on the page. Type the letterhead using single spacing. Do not use abbreviations.

2. LETTERHEAD USAGE: While a formal memorandum requires a letterhead, an informal memorandum (which is internal to the headquarters, command, organization, etc.) does not.

3. MARGINS: Set the left and right margins 1 inch from the outside edges of the paper.

4. ELEMENTS OF THE LETTERHEAD: NOTE: REFER TO HANDOUT - LETTERHEAD:

a. The letterhead is the top part of the formal memorandum. The first line of the letterhead begins on the fifth line from the top edge of the page. The first line consists of "DEPARTMENT OF THE ARMY" typed in upper case letters.

b. The second line identifies the organization preparing the memorandum. If the entire unit or organization will not fit on one line without violating the margins, enter the major unit or organization on the third line, e.g., 55th Mechanized Infantry Division. This entry may be in upper and lower case letters or upper case letters. Do not use abbreviations.

c. Enter the location of the organization or unit on the last line. Leave two spaces between the state, APO or FPO, and the zip code. This line must be in upper and lower case as are line(s) two and three.

NOTE: REMEMBER, CENTER ALL LINES OF THE LETTERHEAD AND DO NOT USE ANY PUNCTUATION AT THE END OF A LINE. LINE ONE MUST BE TYPED IN CAPITAL LETTERS, AND CAPITALIZATION IN LINES TWO, THREE, AND FOUR MUST BE CONSISTENT.

5. Ask for questions.

NOTE: CONDUCT A CHECK ON LEARNING, AND SUMMARIZE. If the students have no questions, ask the following questions:

a. The letterhead consists of how many lines? Normally three, but may include four if the organizations will not all fit on one line.

b. Must lines 2 - 4 be typed in upper case? They may be in upper or upper and lower case.

c. Must the informal memorandum have a letterhead? No.

d. Does the letterhead begin on the 5th line from the top edge of the page and 1 inch from the left edge? No, it starts on the 5th line from the top and must be centered.

LESSON NUMBER: 510-71L-C-1

Learning Activity #2 - Letterhead Practice.

Type of Instruction : PE. Instructor to student ratio is 1:30.

Time of Instruction: 10 minutes.

Media: None.

NOTE: ALLOW STUDENTS 10 MINUTES TO PRACTICE DOING A LETTERHEAD USING THE SAMPLES IN THE HANDOUT. SPOT-CHECK STUDENTS' WORK, AND ANSWER QUESTIONS/RESOLVE PROBLEMS AS THEY ARISE.

Enabling Learning Objective #2.

Action: Type a heading to a memorandum.

Conditions: Given a handout containing information related to a variety of headings.

Standards: IAW AR 25-50 and AR 310-50.

Learning Activity #1 - Heading.

Type of instruction: Conference. Instructor to student ratio is 1:30.

Time of instruction: 68 minutes.

Media: None.

1. OFFICE SYMBOL: NOTE: REFER TO STUDENT HANDOUT - HEADING OF MEMORANDUM: The first element of the heading is the office symbol. It is in all capital letters. On a formal memorandum, it begins at the left margin on the second line below the seal or fourth line below the last line of the letterhead if there is no seal. On an informal memorandum, the office symbol is entered at the left margin beginning on the eighth line from the top edge of the page. There is no letterhead or seal on an informal memorandum.

2. MARKS NUMBER: The MARKS number is entered in parentheses two spaces to the right of the office symbol.

3. CURRENT DATE: The date is entered on the same line as the office symbol and MARKS number, and it ends at the right margin. The order for entering the date is the day, month, and year. It may be with the month

spelled out and all four digits of the year; or the month may be abbreviated and only the last two digits of the year. Do not separate elements of the date between lines.

4. SUSPENSE DATE: Use a suspense date if a reply is needed by a certain date. Enter the suspense date two lines above the office symbol line, ending at the right margin. The suspense date is preceded by a capital "S" and colon with two spaces between the colon and the date, in the same format as the current date. You may also include suspense dates in the body of the correspondence, usually in the same paragraph that identifies what needs to be done.

5. MEMORANDUM FOR line: On the third line below the office symbol, at the left margin, enter "MEMORANDUM FOR." Address correspondence as directly as possible to the office(s) expected to take action. The abbreviation (MECH) is authorized here. The state (IN or Indiana) can be abbreviated also, but be consistent throughout. Do not hyphenate parts of an address. Allow two spaces between the state and the ZIP code.

a. SINGLE ADDRESS MEMORANDUM: Begin the address one space after the word "FOR." Type the address in either upper and lower case or all in upper case letters. If the single address takes more than one line, begin the second line under the third letter of the first word in the address.

b. MULTIPLE ADDRESSES MEMORANDUM: NOTE: REFER TO HANDOUT - MULTIPLE ADDRESS: Begin typing the addresses on the second line below the "MEMORANDUM FOR" line, indent the second line two spaces, and begin at the third space. Addresses may be in either upper and lower case or in all upper case letters. Whichever way you choose, it must be consistent throughout.

c. SEE DISTRIBUTION: NOTE: REFER TO HANDOUT - SEE DISTRIBUTION: If more than five addresses are used, enter the words "SEE DISTRIBUTION" in all capital letters, one space after "MEMORANDUM FOR." On the second line below the last line of the signature block or enclosure listing, whichever is lower, at the left margin, enter the word "DISTRIBUTION" followed by a colon. List each address on the next line beginning at the left margin. If an address takes more than one line, indent the second line two spaces, and begin at the third space. Distribution listings may be continued on a second page.

d. THRU ADDRESS: NOTE - REFER TO HANDOUT - THRU ADDRESS: Use a "THRU" memorandum to keep the "THRU" addressee informed or to provide the person with the opportunity to comment or approve. Depending on the situation, use one of the following types of "THRU" addresses:

(1) SINGLE "THRU" ADDRESS: On the third line below the office symbol, at the left margin, enter "MEMORANDUM THRU." Begin the "THRU" address one space after the word "THRU." If the address extends beyond one line, start the second line under the third letter of the first word after "THRU."

(2) MULTIPLE "THRU" ADDRESSES: NOTE: REFER TO STUDENT HANDOUT - MULTIPLE THRU ADDRESS: On the third line below the office symbol, at the left margin, enter "MEMORANDUM THRU." On the second line below the "MEMORANDUM THRU" line, enter the first address at the left margin. Enter the next address at the left margin on the second line below the last line of the first address. Should an address extend beyond one line, start the second line under the third letter of the previous line.

(3) "FOR:" On the second line below the last thru address, at the left margin, enter "FOR." Skip one space, and enter the address.

6. SUBJECT: On the second line below the last address, at the left margin, enter "SUBJECT" followed by a colon, skip two spaces, and enter the subject. If the subject line is too long, begin the second line at the left margin.

7. Ask for questions.

NOTE: CONDUCT A CHECK ON LEARNING, AND SUMMARIZE. If the students have no questions, ask the following questions:

a. When do you use a suspense date? When you need an answer by a certain date.

b. How is the date entered? Day - Month - Year. If the month is abbreviated, only show the last two digits of the year. If the month is spelled out, enter all four digits of the year.

c. Is the first element of the heading the MARKS number? No, the office symbol.

d. When do you use SEE DISTRIBUTION? When there are more than five addressees.

e. Does the subject begin on the third line after the last address? No, second line.

Learning Activity #2 - Heading Practice.

Type of instruction: PE. Instructor to student ratio: 1:30.

Time of instruction: 20 minutes.

Media: None.

NOTE: ALLOW STUDENTS 20 MINUTES TO PRACTICE PREPARING AND TYPING THE HEADING USING THE EXAMPLES IN THE HANDOUT. SPOT-CHECK THEIR WORK, AND ANSWER QUESTIONS/RESOLVE PROBLEMS AS THEY ARISE.

Enabling Learning Objective #3.

Action: Type the body of a memorandum

Conditions: Using examples contained in a handout

Standards: IAW AR 25-50 and AR 310-50

Learning Activity #1 - Body.

Type of instruction: Conference. Instructor to student ratio is 1:30.

Time of instruction: 40 minutes.

Media: None.

1. PARAGRAPHS: NOTE: REFER TO HANDOUT - BODY OF A MEMORANDUM: The body of the memorandum contains the message to be passed on to the addressees. It may contain one or more paragraphs giving or asking for information.

a. Begin the first paragraph at the left margin on the third line below the last line of the subject.

b. Single space the text of a memorandum.

c. Double space between paragraphs and subparagraphs.

d. If a memorandum has more than one paragraph, number the paragraphs consecutively.

e. A subdivided paragraph must have at least two subparagraphs. If there is a subparagraph "a" there must also be a subparagraph "b." Indent four spaces, and identify the first subdivisions of a paragraph with lower case letters, followed by a period. Skip two spaces and begin the text.

f. Identify the second subdivision of a paragraph with numbers in parentheses four spaces to the right of the first subdivision, i. e., (1), (2), etc. Skip two spaces and begin the text.

g. Identify the third subdivision of a paragraph with lower case letters in parentheses at the same space as the second subdivision (do not indent any further), i. e., (a), (b), etc. Then, skip two spaces and begin the text. Do not use second and third subdivisions unless absolutely necessary.

h. Do not subparagraph memorandums beyond the third subdivision.

2. Ask for questions.

NOTE: CONDUCT A CHECK ON LEARNING, AND SUMMARIZE. If the students have no questions, ask the following questions:

a. Does the body of the memo begin on the 3d line below the subject? Yes.

b. May paragraphs be subdivided as many times as it takes to get the information across? No, more than three subdivisions (e.g., 1,a,(1).

c. Should the left margin be set at 1 inch and the right margin set at 1/2 inch? No, both margins should be set at 1 inch.

<u>Learning Activity #2 - Body Practice.</u>

Type of Instruction: PE Instructor to student ratio: 1:30.

Time of Instruction: 15 minutes.

Media: None.

NOTE: ALLOW 15 MINUTES FOR STUDENTS TO PRACTICE DOING THE BODY USING THE EXAMPLES IN THE HANDOUT. SPOT-CHECK THEIR WORK, AND ANSWER QUESTIONS/ RESOLVE PROBLEMS AS THEY ARISE.

Enabling Learning Objective #4.

Action: Type the closing to a memorandum

Conditions: Given a handout that contains information for a closing

Standards: IAW AR 25-50 and AR 310-50

Learning Activity #1 - Closing.

Type of instruction: Conference. Instructor to student ratio is 1:30.

Time of instruction: 35 minutes.

Media: None.

1. AUTHORITY LINE: NOTE: REFER TO HANDOUT - CLOSING OF A MEMORANDUM: The authority line is used by people designated to sign for the commander, head of an office, commandant, chief of staff, etc. When used, it is typed in upper case letters beginning on the second line below the last line of the text at the left margin and is followed by a colon. You will be told whether an authority line is needed or not.

2. ENCLOSURES: Enclosures are supporting documents necessary to complete the action and to keep the body of the memo as brief and concise as possible, e.g., maps, rosters, schedules, etc. Attach them to the basic memorandum, and number them consecutively. In the lower right corner of each enclosure, enter the enclosure number in pencil.

a. Enter the enclosure listing beginning at the left margin on the fifth line below the authority line or the last line of the text if an authority line is not used.

b. If enclosures are identified in the body of the correspondence, account for them by indicating the total number (e.g., 4 Encls). For clarity, use the abbreviation "as" (as stated) when listing multiple enclosures. If there is a single enclosure, do not use a number or the abbreviation "as." It is best if enclosures are identified within the body of the memorandum.

c. If enclosures are not identified within the body of the memo, account for them by indicating the total number (e.g., 4 Encls). List each by number, and describe them briefly. If there is only one, do not put a "1" in front of "Encl."

d. Abbreviate "enclosure" to "Encl" for a single enclosure and "Encls" for multiple enclosures. Always capitalize the first letter.

e. Use only authorized abbreviations when identifying enclosures.

3. SIGNATURE BLOCK: The signature block consists of the name, rank, branch of service, and title of the person signing the correspondence. The signature block begins at the center of the page on the fifth line below the authority line or the last line of the text if an authority line is not used.

a. The first line of the signature block is the name line, and it is typed in upper case.

b. The second line consists of the abbreviated or spelled-out rank and branch of service. Always spell out a general officer's rank.

c. The third line is the title line. If more than one line is required, begin the next line under the third letter of the previous line.

4. DISTRIBUTION: NOTE: REFER TO STUDENT HANDOUT - DISTRIBUTION: Remember, if a memorandum is being sent to more than five addressees, type "SEE DISTRIBUTION" one space after the "MEMORANDUM FOR" at the beginning of the memorandum. Addresses will be typed in upper case or upper and lower case. Whichever is used, be consistent throughout.

a. On the second line below the last line of the signature block or enclosure listing, whichever is lower, type "DISTRIBUTION" followed by a colon, and begin entering the address on the next line at the left margin. If more than one line is needed, begin the next line under the third letter of the previous line.

b. The distribution list may be continued on a continuation page if necessary. Enter "continued" only when the distribution list is being continued, not because the content is being continued.

c. If the address title, e.g. commander, commandant, chief, etc., is the same on more than one address, it only needs to be entered at the beginning of each listing. Enter the address title in singular form, e.g., commander, not commanders.

5. COPIES FURNISHED: NOTE: REFER TO HANDOUT - COPIES FURNISHED: This option is used to keep activities other than the addressee(s) informed of the subject matter, but does not require these other activities to take any action.

a. Enter "CF" (copies furnished) followed by a colon on the second line below the last line of the signature block, enclosure listing, or distribution listing, whichever is lowest.

b. Enter each addressee on a single line under the "CF." Should a second line be necessary, indent two spaces from the left margin. Copies furnished may be with or without the enclosures and it must be so indicated.

c. Use only authorized abbreviations.

6. Ask for questions.

NOTE: CONDUCT A CHECK ON LEARNING, AND SUMMARIZE. If the students have no questions, ask the following questions:

a. Is the authority line used on all memos? No, only when a designated individual is signing the correspondence for someone else.

b. May enclosures be identified in the body or must they be listed as part of the enclosure block? Either way is acceptable.

c. Is the signature block centered on the page? No, the signature begins at the center of the page.

d. Is a "copy furnished" addressee expected to take action and respond the same as other addressees? No, a copy of the correspondence is provided for information only.

Learning Activity #2 - Closing Practice.

Type of instruction: PE. Instructor to student ratio: 1:30.

Time of instruction: 15 minutes.

Media: None.

NOTE: ALLOW 15 MINUTES FOR THE STUDENTS TO PRACTICE THE CLOSING USING THE EXAMPLES IN THE HANDOUT. SPOT-CHECK THEIR WORK, AND ANSWER QUESTIONS/RESOLVE PROBLEMS AS THEY ARISE.

LESSON NUMBER: 510-711-C-1

Enabling Learning Objective #5.

Action: Type a continuation page to memorandum

Condition: Given information contained in a student handout

Standards: IAW AR 25-50 and AR 310-50

Learning Activity #1 - Continuation Page.

Type of instruction: Conference. Instructor to student ratio is 1:30.

Time of instruction: 20 minutes.

Media: None.

1. CONTINUATION PAGE: NOTE: REFER TO STUDENT HANDOUT - CONTINUATION PAGE OF A MEMORANDUM:

a. If the content of the body or the distribution will not all fit on the first page, a continuation page may be used. Do not divide paragraphs of three lines or less. At least two lines of a paragraph must appear on each page.

b. Using plain bond paper, beginning on the eighth line from the top edge of the paper, enter the office symbol at the left margin.

c. On the next line at the left margin, enter "SUBJECT" followed by a colon, skip two spaces, and enter the subject of the memorandum.

d. On the third line below the last line of the subject, begin typing the continuation of the memorandum starting at the left margin. The same procedures for formatting apply to the continuation page as were used on the first page.

2. PAGE NUMBERING: Center and type the page number approximately 1 to 1 1/2 inches from the bottom of the page, and begin numbering on the second page with number 2. NOTE: THERE WILL BE NO PAGE NUMBER ON THE FIRST PAGE OF A MEMORANDUM.

3. Ask for questions.

NOTE: CONDUCT A CHECK ON LEARNING, AND SUMMARIZE. If the students have no questions, ask the following questions:

a. Must a divided paragraph have a minimum of two lines appearing on each page? Yes. Do not divide paragraphs of three lines or less.

b. Is it true that a continuation page may be used only to continue a distribution listing from the first page? No.

c. Does each page of a memorandum have to be numbered? No, begin numbering with page 2. The number is placed 1 - 1 1/2 inches from the bottom, centered on the page.

Learning Activity #2 - Type a Continuation Page Practice.

Type of instruction: PE. Instructor to student ratio: 1:30.

Time of instruction: 15 minutes.

Media: None.

NOTE: ALLOW STUDENTS 15 MINUTES TO PRACTICE A CONTINUATION PAGE USING THE EXAMPLE IN THE HANDOUT. SPOT-CHECK THEIR WORK, AND ANSWER QUESTIONS/ RESOLVE PROBLEMS AS THEY ARISE.

Enabling Learning Objective #6.

Action: Type an informal memorandum

Conditions: Given information necessary contained in a student handout

Standards: IAW AR 25-50 and AR 310-50

Learning Activity #1 - Informal Memorandum.

Type of instruction: Conference. Instructor to student ratio is 1:30.

Time of instruction: 20 minutes.

Media: None.

The informal memorandum is the most frequently used format in correspondence. It is used to provide or ask for information within a unit, headquarters, installation, etc. It has the same format as the formal memorandum, except that it does not have a letterhead or seal, and it is prepared on plain bond paper.

Learning Activity #2 - Informal Memorandum Guided Practice.

Type of instruction: Guided PE. Instructor to student ratio: 1:30.

Time of instruction: 15 minutes.

Media: None.

NOTE: AT THIS TIME, GO OVER THE HANDOUT, POINTING OUT THE PARTS OF THE INFORMAL MEMORANDUM, AND ANSWER STUDENT QUESTIONS IF ANY. ALLOW 15 MINUTES TO PRACTICE THE INFORMAL MEMORANDUM USING THE EXAMPLE IN THE HANDOUT. SPOT-CHECK STUDENTS AND THEIR WORK, AND ANSWER QUESTIONS/RESOLVE PROBLEMS AS THEY ARISE.

Enabling Learning Objective #7.

Action: Type a complete memorandum, proofread it, and correct errors

Conditions: Without assistance, given a variety of draft memoranda, a typewriter or computer, AR 25-50, AR 310-50, student handout (Type a Memorandum), standard office supplies and equipment, and proofreading checklist

Standard: IAW AR 25-50 and AR 310-50

Learning Activity - Final PE: Formal and Informal Memorandum.

Type of instruction: PE. Instructor to student ratio: 1:30.

Time of instruction: 8 hours.

NOTE: ADMINISTER PRACTICAL EXERCISE 1, AND HAVE THE STUDENTS STOP AFTER THEY HAVE COMPLETED IT. WHEN ALL STUDENTS HAVE COMPLETED IT, PASS OUT THE HANDOUT ON PROOFREADING, AND GO OVER IT WITH THE STUDENTS. THEN, HAVE THE STUDENTS COMPLETE THE PROOFREADING PE, AND GO OVER IT WHEN THEY HAVE ALL COMPLETED IT. NEXT, HAVE THEM PROOFREAD PRACTICAL EXERCISE 1. IMPRESS ON THE STUDENTS THAT THEY SHOULD GO THROUGH THIS PROCEDURE FOR ALL THE CORRESPONDENCE TASKS THEY COMPLETE. HAVE THE STUDENTS CONTINUE WITH THE REMAINING PRACTICAL EXERCISES, ALLOWING ONE PERIOD FOR EACH PRACTICAL EXERCISE. REMIND STUDENTS THAT LEAVING OUT A MAJOR ELEMENT OR MAKING MORE THAN THREE TYPING ERRORS WILL RESULT IN A NO GO ON THE PRACTICAL EXERCISES AND THE TEST.

1. Administer the Practical Exercises:

NOTE: HAVE STUDENTS COMPLETE PES 1 THROUGH 5 BEFORE TAKING THE TEST ON "SINGLE PAGE INFORMAL MEMORANDUM" AND PES 6 THROUGH 8 BEFORE TAKING THE TEST ON "MULTI-PAGE, FORMAL MEMORANDUM."

a. Provide the PE booklets to the students.

b. Go over the PE instructions (located in the PE booklet) with the students. REMIND STUDENTS TO READ EACH EXERCISE BEFORE THEY BEGIN TYPING AND TO CHECK THEIR WORK BEFORE THEY TURN IT IN FOR GRADING. WHILE THE INFORMATION THEY NEED TO COMPLETE EACH EXERCISE IS THERE, IT IS NOT NECESSARILY IN THE ORDER OR FORMAT THAT IS REQUIRED. IT IS THEIR RESPONSIBILITY TO DETERMINE WHAT AND WHERE ITEMS SHOULD GO.

2. Score students' completed PES against the solution keys (located in the PRACTICAL EXERCISE SOLUTION KEYS booklet) and IAW the standards in the SCORING GUIDE FOR CORRESPONDENCE.

3. Determine where students are having problems, ask for student questions, and conduct retraining on problem areas if necessary. Ensure that students understand their mistakes before proceeding to the next PE.

4. When the final PE is completed, ensure that students are ready to pass the performance test. Provide remediation as necessary to include retraining, peer instruction, completion of additional PES, etc.

NOTE: CRITIQUE AFTER EACH PE, AND RESOLVE STUDENT QUESTIONS.

SECTION IV - SUMMARY

Type of instruction: Conference. Instructor to student ratio is 1:30.

Time of instruction: 30 minutes.

REVIEW/SUMMARIZE: This lesson instructed you in the proper format and correct composition of a memorandum. This knowledge will prove invaluable in whatever military office you may be working. It is imperative for any administrative specialist to be able to prepare every type of memorandum. Memorandums are useful communication tools and are often official documents of extreme importance.

CHECK ON LEARNING.

a. Solicit questions and explanations.

b. Answer questions and give explanations.

c. Correct student misunderstandings.

TRANSITION TO THE NEXT LESSON IF APPLICABLE. Now that you have completed the instruction on preparing a memorandum, you will go on to preparing an endorsement to a memorandum. Much of the instruction you have just had may be used in the next lesson.

SECTION V - STUDENT EVALUATION

NOTE TO INSTRUCTOR: REMIND STUDENTS TO READ ALL INSTRUCTIONS BEFORE THEY BEGIN TYPING AND TO REVIEW THEIR WORK BEFORE THEY TURN IT IN FOR GRADING. ALL THE INFORMATION NEEDED TO COMPLETE THE EXAM IS GIVEN, BUT IT IS THE STUDENT'S RESPONSIBILITY TO DETERMINE THE FORMAT THAT SHOULD BE USED.

1. Administer and score the performance test IAW directions in the ADMINISTRATION AND SCORING INSTRUCTIONS FOR PERFORMANCE TESTS - CORRESPONDENCE.

2. Test versions A and B should be used with roughly equal frequency over time. That is, for one class use version A as the initial test and version B as the retest. Use the reverse order with the next class.

TESTING REQUIREMENTS: The PASS/FAIL criterion is 90 percent IAW standards included in the SCORING GUIDE FOR CORRESPONDENCE.

a. Performance examination: Versions A and B. The examination is maintained in the AIT Department of the Adjutant General School, USAASI, Fort Jackson, South Carolina 29207-6320.

b. Written examination: None.

FEEDBACK REQUIREMENT:

Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test.

Provide remedial training as needed.

APPENDIX F

PROCEDURES FOR DEVELOPMENT OF STUDENT AND COURSE MANAGEMENT GUIDES

1. The schools prepare user instructions. Developers should review the course and skill level training strategies, course objectives and their instructional sequence, prototype course management guides, material from Staff and Faculty, and references shown in Appendix A which relate to development of student guides and course management guides. The training strategy should serve as a basis for developing user instructions.

2. If the training strategy has not been updated, the developers should act IAW Chapter 8, SSI Reg 350-20 relating to learning activities/media/mode(s). Developers should also prepare any needed course control documents such as student records, test rosters, feedback sheets, and quality control checklists.

3. Developers prepare a draft Course Management Guide under the guidance outlined in paragraph 9, below. Use prototype guides identified in Appendix A to aid in the development process. They have been structured so that, where possible, the body of the guide contains generic information which, with slight modification, may apply to other courses. The appendixes of the prototypes, on the other hand, contain information (task list, objectives, course map, etc.) which is specific to the particular course.

4. After preparing the course management guide, developers should draft a student guide. This guide should be written in language that is easily understood by the student population. It includes, as a minimum, the following sections:

a. Definition of unfamiliar terms (e.g., practical exercise, job aids, comprehensive tests).

b. List of tasks to be trained.

c. Explanation of the SM/OFS and the relationship to the course content.

d. Explanation of testing procedures and a statement about academic honesty.

e. Description of specialized training such as typing (if applicable).

f. Description of any special course components (e.g., CPX, FTX, RECEX).

g. Course sequence.

h. Detailed "walk-through" of course procedures (cycle consisting of instruction, practical exercises, self-evaluations, performance test, critique, and remediation).

i. Special considerations, cautions, or advice.

j. Classroom policies and procedures, to include student critique program, absences, lateness, and homework.

k. Graduation requirements.

l. Evening remedial English classes. (This section may be omitted if it does not apply to the student population.)

m. Values and ethics statement.

NOTE: While the specific format of the guide is at the discretion of the school, uniformity of format within each school is desirable. Schools should give the guide to each student before or during the first class meeting.

5. Developers must submit the draft user instructions to the school commandant for coordination and approval according to Appendix D of this regulation.

6. After a draft POI has been prepared and all instructional materials have been developed and validated, developers should revise the user instructions as needed and submit them to the school commandant for coordination, review, and approval, IAW Appendix D.

7. When the user instructions have been approved, developers should submit them through the school commandant to DOTS for reproduction.

8. When the course has been validated, the developer should revise the user instructions, as applicable. These should be coordinated and approved, IAW Appendix D.

9. Specific guidelines and procedures for developing the Course Management Guide begin on the next page.

COURSE MANAGEMENT GUIDE PREPARATION

The Course Management Guide has a description of all the course materials, directions on how to implement these materials, and information on how the course is to be conducted.

CONTENTS AND STRUCTURE

The Course Management Guide should provide the information listed below. Each type of information may be presented in a separate section, or several types of information may be combined in a single section at the writer's discretion; i.e., course structure may include course sequencing information.

Purpose of the Guide
Table of Contents
Overview
Objectives
Course Sequence
Course Materials
Course Control Documents
Course Structure
Instructor Requirements
Testing
Course Procedure
Course Evaluation and Maintenance

The writer may add other sections to explain or describe special course components such as typing training, FTX, etc.

Besides the sections which comprise the body of the guide, the developer should include appendixes covering lists of tasks, course-specific learning objectives, course materials, and instructor qualifications/training (if not covered in the body). The inclusion of a quality control checklist and a feedback checklist is recommended. Schools should continually evaluate the course for effectiveness and ensure that it operates as designed.

Since each course will differ significantly, it is not possible to prescribe the exact content in each section of a specific guide.

A detailed explanation of the major sections and appendixes listed above follows.

PURPOSE

- The developer should state the purpose of the guide in terms of its value to potential users. An example is: "Course directors, administrators, instructors, testing personnel, evaluators, and potential users of this course will be interested in reading this guide. The use of this document will ensure effective implementation of the (name of course) and will assist in the control of the course following implementation."

OVERVIEW

- Defines student population.
    - For whom was the course designed?
    - What prerequisite training credentials, test scores, skills (e.g., typing, etc.) must the students have?
- Briefly outlines major course features and defines associated terminology.
    - Selection of instructional content (task-centered?).
    - Use of small group instruction methodology.
    - Grading (criterion-referenced? go/no go?).
    - Selection of media (paper? lecture? TV? slide-tape? computer? special equipment?).
    - Testing (performance-oriented? spaced/blocked? high-fidelity?).
    - Management System (modified group-paced? group-paced? lock-step? combination?).
    - Provisions for spaced practice/reinforcement training.
    - Provisions for remediation.
    - Course length (average completion time? established length?).
    - Other major course features that you wish to explain/emphasize.
- This is the place to explain/defend the type of instruction, media selection, kind of management system, etc., chosen for this particular course.

OBJECTIVES

- This section explains, in general terms, what objectives consist of and how to use them. It defines TLOs and ELOs.

- Specific TLOs (from all lessons taught) for your course should parallel the POI scopes or objectives and should appear in an appendix. Lesson plan scope statements should also be included in this appendix. This is the only place where one will be able to find a listing of all objectives for a course.

COURSE MATERIALS

- Lists and describes the use of each type of instructional material and product used in the teaching or testing of your objectives. Examples include:

  - Job aids.
  - Performance tests.
  - Practical exercises.
  - Test administration and scoring guides.
  - Lesson plans.
  - Training aids/equipment.

- The specific materials required for each learning objective (TLO) must be listed in an instructional materials appendix.

COURSE CONTROL DOCUMENTS

- Describes documents which are designed to help you manage the course. Examples include:

  - Student record/information forms.
  - Class progress/information sheets.
  - Test rosters.
  - Course material problem log.

COURSE STRUCTURE

- Identifies major components of the course and how they are sequenced.

- Provides the rationale for the sequencing of tasks trained where necessary/helpful.

- Refers to the course sequence and traces student movement through the course.

- Identifies what conditions must be met (time? student mastery of material?) before a student progresses from one activity to the next.

- Answers such questions as:

  · What does the student do first? Does he take diagnostic/placement exams? If so, what happens based on the results? Do students begin at various stages of the course based on entry skills? How is this managed?

  · Where does testing fit into the sequence of activities? Are tests given at the end of each lesson or after a block of instruction?

  · What are the time allowances for the various activities?

  · If there is a field exercise (FTX, CPX, etc.), where does it fall in the sequence? How long does it last? Where does the student go from there?

  · How and where are common military training (CMT) and mandated subjects trained (e.g., TSB, NCOA core, school)? CMT subjects are listed in AR 350-41. Refer to Appendix E for information concerning subjects which must be integrated/taught in specific courses.

INSTRUCTOR REQUIREMENTS

Certification requirements: (Pending integration in TASS-See TR Reg 350-XX for addition to proponent responsibilities.)

Demonstrated competency in instructor techniques.
Competent in subject matter.
Competent to teach course.

- Outlines teaching duties. Examples:

  · Orient new students.
  · Monitor/control students' learning sequence.
  · Monitor student progress.
  · Identify learning problems.
  · Provide remediation.
  · Motivate students.
  · Teach lesson plans.

- Outlines administrative duties. Examples:

- Document problems.
- Administer/Score tests.
- Coordinate with other faculty members and course managers.

TESTING

- Identifies the location(s) where testing will take place and provides rationale for choice.

  - Centralized Testing.
  - Classroom Testing.
  - "Take home" Testing.
  - Learning Center.
  - Combination.
  - Others.

- Describes purpose and importance of End-of-Course Comprehensive Testing (EOCCT) if applicable.

- Outlines test administrator duties.

COURSE PROCEDURE

- Lists step-by-step what a student does as he works through a typical lesson and test/remediation/retest cycle.

- Identifies what the instructor/administrator is doing for each step the student takes.

- Uses columns (or other format) to show simultaneous actions (students and instructor/administrator).

- Specifies what forms are completed at each step and by whom.

- Includes detailed testing procedures.

COURSE EVALUATION AND MAINTENANCE

- Identifies and describes ways to collect feedback used for course evaluation. Examples:

  - Student feedback.
  - Instructor feedback.
  - Test results.
  - Feedback from the field.
  - Observations.

- Emphasizes the importance of quality control (i.e., ensuring that the course is being run as designed).

- Details the procedures used to update/correct course materials.

- Ensures a Values and Ethics statement is included.

APPENDIX G

MATERIALS VALIDATION

1. Printed Materials.

a. The developer should prepare printed instructional material and training aids such as transparencies, job aids, charts, etc., for trials and validation according to the procedures described in the references and training listed in Appendix A. Schools will validate materials using the Course Validation Plan in Appendix H.

b. When the school personnel have completed the validation of materials, they should prepare the materials for course validation, as outlined in Appendix H.

c. The school commandant approves the instructional materials when all changes required by the coordination process have been made.

2. Lesson Plans.

a. Lesson plans cannot be validated in the same way as printed materials and training aids. The recommended procedure for validating lesson plans is to select two or three qualified subject matter experts or instructors to do a face-validity check of the lesson plans.

b. Personnel doing a face-validity check must review each lesson plan to ensure that it:

(1) Conforms with the format prescribed in Appendix E of this regulation.

(2) Contains all the information required by Appendix E of this regulation.

(3) Includes all testable points (compare with the criterion tests).

c. On completion of the face-validity check, the developer should revise the lesson plans as needed and submit them to the school commandant for review and coordination, IAW Appendix D.

d. When the lesson plans have been reviewed and coordinated, the school commandant ensures compliance with guidance and policies and approves them.

3. Audio-Visual Materials -- The trial-revision-validation process described in paragraph 3-1 is normally not used for validating audio-visual materials. It is generally too costly to go through this cycle. Instead, developers should submit drafts (scripts, storyboards, etc.) to other subject-matter experts, education specialists, and AV/ETV experts for face-validity checks. Then:

a. Revise the drafts as necessary on the basis of feedback from the face-validity checks.

b. Submit the revised drafts to the experts for another face-validity check. (The face-validity check/revision/face-validity check cycle should continue as long as necessary.)

c. When the drafts are as perfect as possible, submit them to the school commandant.

d. When the school commandant approves the drafts, coordinate them according to Appendix D of this regulation.

e. Make final revisions in the drafts based on feedback from the coordination effort.

f. Release the content drafts for production. (NOTE: The Test Coordinator, DOTS, processes all printed lesson materials. Production of AV materials must be coordinated with the proper support agency.)

APPENDIX H

VALIDATION, EVALUATION, FEEDBACK, AND MAINTENANCE

1. Ensure that all materials are ready for course validation. The person in charge of validating the course should prepare a chart listing tasks in the course and the DOTS and school review and approval date for all TLOs, tests, and lesson plans for each task as well as for the student guide and course management guide. DOTS must approve all TLOs and tests before validation. Where "block" tests are given, it will prove useful to identify which tasks are covered in the test and which items on the test cover specific tasks.

2. DOTS has prepared a standard validation plan that describes procedures and responsibilities for doing a course validation. This plan is found at the end of this appendix.

a. The data collected will be used to update (validate) the approved POI and to pinpoint any weaknesses in the course materials, design, or implementation. Instructional materials should be validated earlier. Though course validation provides another opportunity to uncover deficiencies in materials, the main concern is how all the materials work together. Are the tasks sequenced properly? Are there gaps in the training where more instruction is needed? Is more spaced practice needed on any tasks? If for some reason course materials and tests have not been previously validated, the validation should address this.

b. The plan may be modified to fit peculiarities of individual courses.

NOTE: With the exception of the additional data collection activities and slight variations from estimated POI hours, the course should run as close to "normal" as possible. The key question is: "If this course operates as designed (as described in the management guide), will it produce the desired results?" If not, why not?

3. After all data have been collected and summarized, the course director must analyze feedback, decide if information collected is adequate, and, after coordination with the school commandant, revise the course as necessary.

4. Any revisions made to the course based on evaluation/feedback must be recorded in writing and filed in the audit trail of the proponent school. The school must provide a summary of findings, revisions, and rationale to DOTS. The Course Management Guide should be revised accordingly.

5. After making course revisions based on evaluation/feedback results, the course director updates the POI (if necessary), and the school commandant approves it. The course is then considered "validated."

6. The school commandant must give a copy of the revised POI to DOTS.

a. If the changes have no effect on the overall resource requirements of the course or no material effect on course content, there is no need to submit a POI change to TRADOC. A record of all changes will be kept by the school and by the TRAS coordinator in DOTS.

b. When cumulative changes affect more than 25 percent of the pages in a POI (as a result of validation or any type of course change), the school commandant will submit a completely revised POI to DOTS for review. As applicable, DOTS will give a copy to the local TRADOC Manpower Agency (TMA) field office for their review. When these reviews are complete and necessary changes have been made, DOTS sends the POI for revised courses to TRADOC. Upon receipt of the reviewed POI from TRADOC and assuming no additional changes are needed, DOTS will publish and distribute the revised POI IAW TR 351-1.

7. As the course continues to operate, the proponent school must monitor the quality of training and coordinate with DOTS on major course revisions. The school must establish specific procedures for updating courseware and for keeping a supply of materials. These procedures can be included in the Course Management Guide (CMG).

NOTE: We recommend that a quality checklist be included in the CMG. It will enable anyone who evaluates the course to determine--through observing and asking a few key questions--if the course is operating as designed. Potential users include DOTS personnel, school commandants, course directors, and other administrators. Also, every instructor should be given the CMG so he/she knows by what criteria the course operation should be evaluated.

8. Finally, after the course has run for several months, the proponent school may ask DOTS evaluators to do graduate surveys to determine if course graduates are performing adequately on the job and, if not, where the problems lie. School personnel will respond to recommendations resulting from such surveys.

NOTE: Sometimes developers may receive a request to develop/revise a course or products on a specific topic. When they have to do this within a short time frame, they may feel as though they have little time to complete the entire systems approach to training which includes analysis, design, and development. However, before developing or revising any POI or lesson materials, personnel should coordinate with DOTS to find out requirements for submission to TRADOC and to get approval for deviations from established procedures if any of the analysis, design, or development steps are not completed. The proponent school must place documentation in the audit trail explaining the rationale for such deviations. Sometimes a needs assessment or analysis will be required to determine if suggested changes are really necessary for a particular course.

9. Feedback/evaluation instruments are summarized below:

a. <u>Test Results</u>

- Student scores and item analysis.

- Student achievement of objectives.

b. <u>Instructor Feedback</u> - All instructors/course directors must keep a log of all significant occurrences associated with a course.

- Problems with materials.

- Problems with student management.

- Facilities.

- Recommendations/suggestions for improvement (not necessarily addressing a problem) - i.e., anything that in his/her judgment will improve training.

c. <u>Student Critiques</u> - Before graduation, each student is critiqued. He/she is also given an opportunity to critique the course. Policies concerning critiques are contained in SSI Reg 350-10, Student Critique Program.

d. <u>Graduate Survey</u> - Periodically, post-graduate questionnaires are sent to former students. DOTS evaluators develop and initiate these surveys.

e. <u>Classroom Observations</u>.

COURSE VALIDATION PLAN

After developers write and obtain review and approval of learning objectives, tests, lesson materials, and the draft POI, they should do a materials validation.

Validation of material is done to identify and correct weaknesses in the products designed for training, before implementation. The materials developed should be used or "tried out" on a target population for an entire course iteration before the overall course validation. During the trial period, keep very careful documentation of any problems, weaknesses, insufficient information, and inaccuracies regarding procedural difficulties. Use these documented notations when making revisions. During the "try out," use materials exactly as designed, to find their effectiveness in accomplishing the objective for each task. Limit instruction to information which is needed to train the objective, no more and no less. Since each class is different, and what is enough for one may not be enough for another, more practice should be available during training in case it's needed.

Resolve student questions to a level of full satisfaction during tryout. If students do not understand the instruction, they will not understand the practical exercises or the test. This will result in a great deal of confusion later and will require answering questions during testing, which really violates validation procedures and invalidates the data obtained from the validation process. Identifying inaccuracies, weaknesses, and errors during material validation and making revisions before course validation is conducted will facilitate a smoother course validation process. When the trial-revision-trial cycle is completed, materials are considered validated.

During the design phase of training, the draft POI was developed using best guesses and estimates. Later, all training materials were developed and validated. Now it is time to see how well everything works as a whole and to establish the exact training times needed for each task. The proponent school should name a person to oversee the course validation process. The school should notify DOTS of its intentions to begin a validation. The data collected will be used to pinpoint weaknesses and deficiencies; e.g., sequencing of tasks, gaps in training, and where additional instruction is needed.

For multiple-hurdle courses (AIT, BNCOC, and ANCOC), two versions of the performance test should be available. Either version A or B of the test may be used for first-time testing; it is important that each version be used, at some time, to receive feedback. It is suggested that test versions be alternated from one class to the next. For instance, if class 3-90 uses version A, then class 4-90 should have version B for their first-time testing. This procedure should continue until feedback on both test versions has been obtained to aid in whatever revisions are necessary.

To conduct a successful course validation, you must prepare in advance. The following information identifies the responsibilities and procedures that should be followed before and during the validation process. Even though you may have completed a material validation, it is not positive proof that all problems have been identified; therefore, keep careful documentation of both procedural problems and any further problems with course materials. Use POI times as a guide during course validation. During validation, the POI is descriptive, not entirely prescriptive; it is an approved draft. Actual training times will be established during validation.

Basically, course validation involves:

1. Setting a validation standard.
2. Instructing tasks as designed.
3. Administering tests as they were designed.
4. Revising course materials, using data from feedback sheets.

The person in charge of course validation, as named by the proponent school, will ensure all requirements and procedures are followed as outlined in the course validation plan and ensure records/documentations and feedback sheets are completed and coordinated with DOTS. It is only through careful documentation that you will be able to identify problems in materials and procedures, make revisions, and refine procedures.

Instructor and student and feedback sheets completed during the validation process will become the official documentation for making revisions and refining training materials and procedures. The proponent school will keep documentation of the validation process, revisions made to materials, and results in the audit trail.

The following pages sequentially outline specific steps for the validation of a course, including the activities, responsibilities, and comments for each step. It is expected that this plan will be implemented using a minimum of two classes. More classes should be used if there is a need to continue the validation process.

VALIDATION PLAN

STEP	ACTIVITY	RESPONSIBILITY	COMMENTS
1.	Standard. Seventy percent of the students in the class must pass the performance test on the first attempt for the instructional materials to be considered validated. Eighty percent of the students must pass each/every task on the EOCCT on the first attempt. Eighty percent of the students in courses without an EOCCT must achieve the test standard on the first attempt for the instructional material to be considered validated.	Course Director	The validation standard times the number of students in the entire validation sample indicates the number of students who must get a GO on the first try for the instructional materials to be considered validated.
2.	Selection of student participants will include the entire class for two iterations.	Commandant, proponent school	Students participating in the validation should typify the target population as much as possible.
3.	Preparation for trials:		Materials include:
	a. Provide the school a copy of the validation plan and enough supporting forms.	DOTS	a. Tests (all versions). b. Practical exercises.
	b. If possible, try out materials and identify and correct major problems before course validation.	Course Director	c. Instructional materials. d. Answer sheets/score sheets. e. Observation Sheet.
	c. Arrange for classrooms, equipment, and materials, and ensure that enough test versions are on hand.	Course Director	f. Student Feedback Sheet. g. Suggested Checklist for Validation. h. Lesson Plan Summary Sheet.

STEP	ACTIVITY	RESPONSIBILITY	COMMENTS
			i. Validation Summary Sheet. (FJ Form 350-100-30) j. End of Course Student Feedback Sheet. k. Summary Observation Sheet.
4.	Training of Instructors.		All instructors must understand:
	a. Brief school (course director) on purpose and procedures of validation and content of validation plan. Using feedback, identify any revisions needed because of course peculiarities.	Proponent School, DOTS (as requested)	a. The purpose of the validation. (They will be given an overview of validation procedures.)
	b. Train/brief any personnel not attending initial briefing, who will be involved with any aspect of validation.*	*Proponent School	b. That they will not tutor during validation trials. They will answer questions before the test begins, not during testing.
	*A person should be identified within the proponent school who will ensure instructors understand the purpose and procedures of the validation process.		c. That they will document (on Summary Observation Sheet) all problems with materials and procedures that were not identified previously.
5.	Student Orientation. Describe:	Instructor	Explain that:
	a. Validation process in general terms. b. Student role in the validation process. c. Instructional materials.		a. Even though instructional materials are being tested, students should make a sincere effort to learn the task.

VALIDATION PLAN

STEP	ACTIVITY	RESPONSIBILITY	COMMENTS
	d. Instructional procedures, including the simulations/scenario approach to instruction (when applicable). e. Testing procedures: (1) If possible, tests are performance-based. Deviations must be approved by DOTS. (2) Test students following blocks of instruction. The number of tests administered at one time should not exceed a 4-hour requirement (in applicable courses). f. Grading plan: (1) Minimum standards for passing the course. (2) Policy regarding failure of tests.		b. This class is not a "dry run." (1) Instruction and learning will proceed in normal fashion, except instructors will not answer questions during <u>testing</u>. (2) Students who pass the tests will receive credit. (3) If a test is failed on first attempt, remediation will be provided and an alternate test version administered. (4) Standards for passing each test will be identified on the course grading plan.
6.	Completion of Student Feedback Sheets. a. Hand out Student Feedback Sheets to all students and require them to be returned. b. Have students complete Student Feedback Sheets. c. Explain abbreviations.	Instructor	

STEP	ACTIVITY	RESPONSIBILITY	COMMENTS
	d. Collect Student Feedback Sheets at the same time test materials are collected.		
7.	Implementation/monitoring of instruction. a. Instruct students exactly as specified in the Course Management Guide and according to the lesson plan. Ensure approved materials are used. b. Record general observations on the Suggested Checklist for Classroom Observations.	Proponent School Validator and Instructor	a. Proponent school should designate a POC to oversee validation, monitor instruction, and complete feedback forms. A school validator (different from the instructor) should be present to record observations. b. Validation trails are expected to reveal problems. c. Students should be provided breaks at appropriate times. d. Some revisions, such as minor technical inaccuracies, can be made "on-the-spot" before materials are used again. During implementation of instruction, the course validation should also continue to identify any inaccurate, outdated, or unnecessary information and typographical errors which were not identified previously. Schools should revise materials to correct these deficiencies.

VALIDATION PLAN

STEP	ACTIVITY	RESPONSIBILITY	COMMENTS
	c. Complete general observations on Observation Sheet For Each Task. d. Provide the normal amount of help to the students. Tutor only when students fail to understand directions or when materials are clearly in error. e. Record the average finish times for each lesson on the Suggested Checklist for Classroom Observation.		e. Schools should coordinate major changes with DOTS. f. Record separately, the average finish time for instruction and and for PEs.
8.	Administration of tests. a. Record the following information at the top of a Lesson Plan Summary Sheet for each lesson: (1) Instructor. (2) Date prepared. (3) Lesson title. (4) Instruction date. (5) Number of students.	Proponent School/ Instructor	a. Administer test with strict adherence to prescribed procedures. b. Distribute Student Feedback Sheet with tests. c. DO NOT TUTOR. d. Do not option questions on tests. e. Critique test with class to determine why mistakes were made. f. Record any problems on Observation Sheets. (This becomes the basis for revisions.) g. Collect tests and submit to Academic Records Branch for scoring. h. To validate all test versions, administer a different version with each class validated.

STEP	ACTIVITY	RESPONSIBILITY	COMMENTS
	b. Ask students to enter the starting and ending times of each test and fill out the Student Feedback Sheet after they complete the test. Check to see that times are listed as sheets are collected.		
9.	Compilation of Results. Record the following information in the proper place on the Lesson Plan Summary Sheet for each lesson: a. Total GOs and NO GOs for each test version. b. Percent of students achieving GO. c. Average completion time for practical exercises. d. Average completion time for test. e. Approximate completion time for lesson. f. Yes/no totals for each item on the Student Feedback Sheet.	Proponent School/ Instructor	a. Averages should be rounded to the nearest tenth of a point. b. Test critique section of Lesson Plan Summary Sheet should be completed by school-appointed POC monitoring the test.

STEP	ACTIVITY	RESPONSIBILITY	COMMENTS
	g. Summary of student comments regarding lesson/test improvements from Student Feedback Sheets.		
10.	Analysis of Validation Results. a. Complete Validation Summary Sheet. b. Review the first time pass rate for the test version used. Compare the percentage of students achieving GO (from 9b) to standard from step 1 (70% GOs on first try, 80% GOs on first try for EOCCT). (1) For material to be validated, the percentage of GOs must be at least 70%. (2) Do not change the standard unless there is good reason to question it. c. Use information from Lesson Plan Summary Sheet to help analyze data collected.	Schools	a. Scrutinize even previously validated materials or tests for any remaining deficiencies. b. Note results of testing that may require changes to materials, standards, or TLOs on Observation Sheet. c. Use instructions contained in "Directions for Completing the Validation Summary Sheet." d. Review annotated training materials for weakness/deficiencies. e. Coordinate with instructors on recommendations requiring changes to training materials.

STEP	ACTIVITY	RESPONSIBILITY	COMMENTS
11.	Revision. a. Revise materials based on: (1) Data on the front of the Validation Summary Sheet. (2) General observations recorded on Observation Sheets for each task and Suggested Checklist for Validation. (3) Test (overall and individual item) results. (4) Observation/findings and recommended actions which are already recorded on Observation Sheet For Each Task.	Proponent School Instructor	Document, for audit trail purposes, observations/findings, recommended actions, and actions taken. Coordinate revisions with DOTS. Use the Item Interpretation Sheet on page H-25 (to help you determine what changes to make in the instruction) when examining student performance on individual test items.
12.	Administer End of Course Student Feedback Sheet.	Instructor	a. Self-explanatory. b. Feedback results will become part of audit trail of proponent school.

VALIDATION PLAN

STEP	ACTIVITY	RESPONSIBILITY	COMMENTS
			c. In view of these results, revise materials, procedures, and tests.
13.	Repetition of the trial/revision cycle. Repeat the trial/revision cycle (steps 1-12) for each lesson until materials produce desired results.	Proponent School	Self-explanatory.
14.	Complete the Summary Observation Sheet (Overall Summary). a. Observations. b. Action(s) taken, if any. c. Recommendation(s).	Proponent School	This sheet summarizes all revisions made based upon validation results. School should provide results to DOTS for review and comments.
15.	Approval of course validation results. a. Review data collected. b. Review comments from staff and students. c. Provide copy of validation report to DOTS. d. Review any comments and recommendations from DOTS.	Proponent School	Audit trail for courses should include Lesson Plan Summary Sheets, Validation Summary Sheet, Summary Observation Sheet, End-of-course Student Feedback Sheets, and Observation Sheet for each task.

STUDENT FEEDBACK

Date __________

Test Title ____

Beginning time for test ________________

Ending time for test __________________

Listed below are statements about the materials you have just used. Answer either Yes or No to each question.

	YES	NO	COMMENTS
1. I understood the instruction.			
2. I received enough practice on the task before the test.			
3. Test directions were clear.			
4. I can do this task without any further instruction.*			
____________________________________			
____________________________________			
____________________________________			
____________________________________			
____________________________________			
5. I had all the materials, resources, and books I needed to complete the lesson(s).			
6. I got help during training (not testing) when I needed it.			

*NOTE FOR INSTRUCTOR: List the task titles covered by this test before printing this sheet.

SUGGESTED CHECKLIST FOR CLASSROOM OBSERVATION

Instructor ______________________________ Date __________

Task/Subject Title ______________________________

Course Title ______________________________

	YES	NO	COMMENTS
1. Does the instructor clearly state the objective for the task, in terms of actions, conditions, and standards?			
2. Do students/instructor have all required materials on hand/easily accessible?			
3. Does the task title on the lesson plan match the title of the task (as selected by Task Selection Board)?			
4. Is each ELO followed by a practical exercise?			
5. Do the students clearly understand the instruction? (Do students ask many questions? Is more information needed to clarify instruction, etc.?)			
6 Are instructors/observers noting problem areas on lesson plans and the general observation sheet, for later revisions?			
7. Are recurring problems being noted?			
8. Does the instructor resolve student questions satisfactorily before proceeding?			
9. Does the instructor summarize the lesson? (i.e., restates all of the requirements for the task as part of the summary)?			
10. Does the instructor ask for any required homework assignment?			
11. Do students use student references listed in the lesson plan?			

	YES	NO	COMMENTS
12. *Is there simulated and sufficient role playing to clarify duty positions, where required (e.g., simulation-based learning)?			
13. *Are there simulation instructions, where required?			
14. *Is the task trained within the required time frame, as shown on a time line, when applicable?			

Additional Information:

Actual completion time for lesson plan ______ TIME STARTED______STOPPED______

Actual completion time for PE _________TIMES STARTED______STOPPED______

____

(Name and title of individual observing lesson and preparing this form)

*Questions 12-14 apply to courses using the simulation-based learning approach.

Notes: 1. There should be an annual review of the lesson plan to ensure that it is still valid and up to date.

2. File completed student forms in the audit trail for the applicable course. Schools should document changes to the lesson plan as a result of validation and place this information in the course audit trail. Schools may make minor changes such as those in wording, technical accuracy, etc. Schools must coordinate with/obtain approval of DOTS for major changes, such as changing tasks, actions of objectives, and tests.

VALIDATION SUMMARY SHEET

EXAMPLE ONLY

TASK TITLE/ NUMBER	INSTRUCTIONAL/ PE TIME	1ST TIME PASS RATE		TEST COMPLETION TIME	REMEDIATION TIME	
		A	B		NO. OF STUDENTS	TIME PER TASK

FJ FORM 350-100-30, APR 95
(ATSG-TSI)

OBSERVATION SHEET
FOR EACH TASK

1. Summary of Observations/Findings:

2. Immediate Action Taken:

3. Recommended Action:

LESSON PLAN SUMMARY SHEET

Instructor ______________________________ Date Prepared _____________

Test/Task Title(s) ________________________ Task Number _______________

Number of students taking test _____________

Actual completion time for training ________________ (Lesson plan and PE)

A. Post-test Results:

1. Test version administered A or B - average test completion time _______
2. Total students getting GO: _______ Total students getting NO GO: ____
3. Percent of students getting GO on first try: _________________

B. Test Critique:	YES	NO	COMMENTS
1. Students seemed confused (asked questions and for clarification of directions).	____	____	
2. Enough time was allotted for testing.	____	____	
3. Too much time was allowed for testing.	____	____	
4. Required materials/equipment were available.	____	____	

C. Summary of Student Feedback Results: Add and enter totals from student feedback sheets in spaces below.

ITEM	TOTALS YES	TOTALS NO	COMMENTS
1. The instruction during training was easily understood.	____	____	
2. There was enough practice on the task before testing.	____	____	
3. The test directions were clear.	____	____	
4. I can do this task without any further instruction.	____	____	

	TOTALS YES	NO	COMMENTS
5. I had all the materials, resources, and books I needed to complete the test.	_____	_____	
6. I got help during training (not testing) when I needed it.	_____	_____	
7. *Use of simulation clarified my duty position(s), when it was used.	_____	_____	

*Applies only to courses using simulation-based learning approach.

END-OF-COURSE STUDENT FEEDBACK SHEET

Listed below are statements about the training you have just completed.

Respond to each statement below by circling either YES or NO.

				COMMENTS
1.	I received enough practice of the tasks before taking the test.	YES	NO	
2.	I understood instructions and requirements.	YES	NO	
3.	The tests matched the instruction (i.e., covered the same material and objectives).	YES	NO	
4.	The instructor helped me, as needed, during training.	YES	NO	
5.	After receiving a "NO GO" on a test, I received remedial instruction/tutoring, prior to being retested using an alternate version of the same test.	YES	NO	NA
6.	Students were rarely disrupted by announcements or "pulled out" of class for outside requirements.	YES	NO	
7.	I can perform the tasks taught in this course without more training.	YES	NO	

Note: If you want to further explain any of your responses or make any comments, please use the space below and, if necessary, the back of this page.

SUMMARY OBSERVATION SHEET
(Overall Summary)

Observation	Action taken, if any	Recommendation

DIRECTIONS FOR COMPLETING THE VALIDATION SUMMARY SHEET

ITEM	HOW COMPUTED
Instructional/PE Time.	Compute the total instructional time (less PEs) for each annotated lesson plan. Add these totals together and divide by the number of classes used during validation. Enter this time on the Summary Sheet. Follow the same procedure for PE time.
1st time pass rate for Performance Test	Of all students who took the test (regardless of version), what percent got a GO on their first try? Enter this percentage on the Summary Sheet.
1st time pass rate for versions A or B (Performance Test)	Of all students who took a particular test version, what percent got a GO on their first try. (The test version taken first should be circled on the Data Sheet.) Enter a percentage for each version used on the Summary Sheet.
Test Completion time.	Average the completion times for all students who took the test - regardless of version. NOTE: Recognize that you will have more "completion times" than you do students, since some students will have been retested. Be sure to divide by the number of times, not the number of students.
Retraining/Tutoring time.	For each task, determine the average remediation time provided. NOTE: If a student got a GO on his first try, he will have no remediation time. So figure a "0" for him. Note which tasks required remediation. Determine how many students were remediated for each task. Determine the average amount of time spent in remediation for each task.

ITEM INTERPRETATION SHEET

IF	POSSIBLE IMPLICATIONS
All students got the item correct.	*Students already knew the subject matter prior to training. *Test item is a "give-away" (answer is obvious). *Instruction is perfect or it over-teaches.
Most or all students missed the item.	*Test item misleading. *Instruction missing or unclear. *Insufficient practice. *Students lack prerequisite knowledge.
Most (but not all) students got the item correct.	*These are the results we would expect. If examination of the test item and instruction reveals no obvious flaws, take no further action.

*NOTE: See page H-13, step 11.

APPENDIX I

INCLUSION OF SAFETY IN LESSON PLANS

1. Safety must be a part of every lesson plan. Developers will list safety considerations directly below the learning objectives on every lesson plan and present them to students, just as they present learning objectives. If there are no safety considerations, the lesson plan must so state.

2. Before teaching from an existing lesson plan or while developing a new lesson plan, identify any potentially dangerous conditions or situations to which the student or teacher may be exposed during the conduct of the lesson. Identify any "safety content" which must be taught as a part of learning the task.

3. Risk assessment and risk management require review of each lesson plan/task prior to training. Circumstances change. Safety procedures, when they apply, must be taught each time a lesson plan is used to train a task/subject. Soldiers and teachers need to be reminded of hazards. (NOTE: This requirement can be compared to checking for fastened seat belts prior to driving an automobile or clearing of weapons after range firing. Even though we have been told to do these things previously, failure to check could have deadly consequences.)

4. Although this regulation is effective upon receipt, it is not necessary to reprint lesson plans to incorporate only safety considerations. Developers will make pen and ink changes to their lesson plans and formally incorporate safety considerations when lesson plans are reprinted or revised.

5. The following pages in this appendix give examples of a revised Soldier's Manual task, a sample of an excerpt from a lesson plan incorporating safety, and a listing of examples of safety considerations. Refer to TRADOC Memorandum, ATTG-CD, 6 Sep 91, Subject: Training Development Guidance, for additional guidance concerning Risk Assessment and Management.

SAMPLE LESSON PLAN INCORPORATING SAFETY

LESSON NUMBER: XXXXXXXX
19 Sep 99

LESSON TITLE: XXXXXXXXXXXXXXXXXXXX

THIS LESSON IS USED IN THE FOLLOWING COURSES:

COURSE NUMBER(S)	COURSE TITLE(S):
XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX

SECTION I - ADMINISTRATIVE DATA

TASK(S) TAUGHT OR SUPPORTED:

TASK NUMBER	TASK TITLE
XXXXXXXXXXXXXXXX	XXXXXXXXXXXXX

TASK(S) REINFORCED: None

ACADEMIC HOURS:	PEACETIME HOURS/TYPE	MOBILIZATION HOURS/TYPE
	20 min/C	20 min/C
	25 min/PE1	25 min/PE1
TEST	XX	XX
TEST REVIEW	XX	XX
TOTAL HOURS	XXX	XXX

	HOURS	LESSON NUMBER
TESTING	XX	XX
REVIEW OF TEST RESULTS	XX	XX

PREREQUISITE LESSON(S): None

CLEARANCE AND ACCESS: XXXXXXXXXXXXXXXXXXXXXXX

REFERENCES:

NUMBER	TITLE	PAGES	ADDITIONAL INFORMATION
TM 11-7010-213-12		N/A	Review entire publication.

STUDENT STUDY ASSIGNMENTS: None

INSTRUCTOR REQUIREMENTS: XXXXXXXXXXXXXXXXXXXX

ADDITIONAL SUPPORT PERSONNEL REQUIREMENTS: None

EQUIPMENT REQUIRED FOR THE INSTRUCTION: Overhead projector, projector screen, chalkboard, and TACCS.

MATERIALS REQUIRED FOR THE INSTRUCTION:

INSTRUCTOR MATERIALS: SIDPERS/TACCS User's Manual, TM 11-7010-213-12.

STUDENT MATERIALS: SIDPERS/TACCS User's Manual, TM 11-7010-213-12.

CLASSROOM, TRAINING AREA, AND RANGE REQUIREMENTS: XXXXXXXXXX

AMMUNITION REQUIREMENTS: XXXXXXXXXXXXX

INSTRUCTIONAL GUIDANCE: Make sure each student has a copy of the SIDPERS/TACCS User's Manual before beginning instruction.

MANDATED/INTEGRATED SUBJECTS: This lesson addresses THREAT implications on page 5. This lesson addresses AirLand Battle implications on page 6. This lesson addresses Values and Ethics on page 10. EME is integrated in this lesson plan on pages 5, 6, and 12. This lesson addresses CANE on page 6. Safety has been integrated into this lesson plan. See page 4.

SECTION II - INTRODUCTION

SAFETY REMINDER: I must remind you not to drink or eat around the TACCS equipment. Do not try to run any machine until told to do so.

MOTIVATOR: All night long you have been hearing the crackle of small arms fire from the nearby Central American town. As the Bn S1, you've been up most of the night making sure that your portion of the perimeter is secure. Since the outbreak of hostilities at 2130 last night, your Infantry Bn is involved in heavy fighting trying to retake the town from opposition forces led by Pubnacio Galante. Your personnel sergeant says casualties are mounting. He has reports of dead, wounded, and a few soldiers missing-in-action. The brigade commander is pressing your CO for hard data on the casualties. Next-of-kin need to be notified. Replacements are needed. Using TACCS, you can quickly process this information.

TERMINAL LEARNING OBJECTIVE:

NOTE: Show students the OT with the following terminal learning objective statement on it.

At the completion of this lesson you will:

ACTIONS: Initialize the Casualty File, create and print a Casualty Feeder Report, and identify other tasks, functions and procedures using the TACCS Casualty Operations Module/Programs.

CONDITIONS: Given casualty data, a TACCS, handout, regular-size computer paper and SIDPERS/TACCS User's Manual.

STANDARDS: IAW SIDPERS/TACCS User's Manual.

SAFETY REQUIREMENTS: Similar safety procedures apply to both classroom and field situations. In the school, equipment will normally be in place because of previous classes. In the field, installation of the equipment may be part of an FTX problem. Check TM 11-7010-213-12. Inform students of the following safety considerations:

Before we power up the TACCS, we need to make the following checks:

o Check to see that the TACCS is stable in its setting and not likely to fall on the floor. (If equipment must be moved, make sure that the table will support the weight of the TACCS. Get helping lifting or moving the TACCS.)

o Check to see that the TACCS is grounded through the power source.

o Check to see that cables are routed so that people do not trip over them. (If cables are disconnected, check the TM cautions before making any cable connections.)

o Check to see that the systems are set up so that air passes freely into the filters.

When in a field environment, you should:

o Check to see that the TACCS is not sitting on wet ground, snow, or ice for operation.

o Check the grounding. Electrocution can result if the TACCS is operated without a proper ground. (There are several ways to ground TACCS depending upon the site selected. Check the TM prior to power up.)

RISK ASSESSMENT LEVEL: Low

ENVIRONMENTAL CONSIDERATIONS: None

EVALUATION: XXXXXXXXXXXXXXXX

INSRUCTIONAL LEAD IN: The printing of casualty feeder reports is but one of 19 options available to us in the TACCS Casualty Operations Module. Working with this report will help put automated casualty operations in perspective.

SECTION III - PRESENTATION

Learning Activity 1 - Accessing Applications

Type of instruction: Conference. Instructor to student ratio is: XXXXXX

Time of instruction: XXXX

Media: XXXX

1. Have the students power up their TACCS IAW TM 11-7010-213-12.

2. Perform System Log On - Refer students to page 23 in the User's Manual, and provide the following data to complete the Log On procedure.

a. User Name - SIDPERS

b. Password - PERSONNEL

c. Date/Time - (current). Explain that the date/time data is required to be entered only on power up and then, only by one station in a V2 configuration.

d. Press GO.

3. Applications (PAC Level) Main Menu - Have students scroll down to "CASUALTY OPERATIONS."

NOTE: Show OT #1.

SAFETY CONSIDERATIONS FOR LESSON PLAN DEVELOPMENT AND IMPLEMENTATION

AROUND ELECTRICITY, check for frayed cables, broken and partially burned connectors, and cable routing that could cause tripping. Check to see that cables are connected to the right part of the equipment prior to power up. Check for proper equipment grounding. Check for water hazards.

FILING CABINETS pose special hazards. Those with drawers filled at the top only may tip, or the drawers may pop out when the cabinet is moved. Secure drawers prior to moving. Give strong consideration to placing the files in boxes before moving the cabinet.

IN THE FIELD, watch for snakes. Protect yourself from lightning, tripping on branches, and being poked in the eye by a branch or twig. Avoid stepping in holes which could twist, strain, or break an ankle. To prevent ear/eye damage, powder burns, etc., do not discharge a blank too near another person's head. Protect eyes from laser damage. Be alert for the possibility of explosion or fire when operating gas lanterns, fuel oil heaters, immersion heaters, and gas stoves/ovens, and when fueling or refueling power generation equipment or other vehicles. Use care in the selection of sleeping sites to prevent being run over. Do not smoke while in a sleeping bag/bed. Wear and/or change to proper clothing to prevent cold/heat injury.

RADIO OPERATIONS require care in transmission so as not to be detected---the enemy can pinpoint the location and shell. Ensure that whip or other antennas don't touch overhead powerlines.

MOVEMENT OF SOLDIERS. Post road guards when needed. Use the command route step or at ease march over rough terrain. Observe noise discipline, and maintain proper interval under combat conditions during day or night movement. Use extreme caution when soldiers and vehicles move under low light/blackout conditions.

PHYSICAL TRAINING. Use warm-ups and cool-downs. Use caution when running on uneven ground. Use exercises appropriate for the group. Use the hard-day/soft-day approach.

OTHER. Get help lifting, moving, and carrying heavy objects. Use caution when cleaning windows. Use care when cleaning CRTs to guard against implosion. Wipe up spills. Be careful when carrying bulky loads which restrict vision. Use care when going up and down stairs. Keep fingers clear of fans and other equipment which can cut, crush, or maim. Use adequate ventilation and masks when using cleaning solvents, paints, insecticides/pesticides, etc.

The proponent of this regulation is the Directorate of Training Support. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to DOTS, ATTN: ATSG-TSI.

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